

Educational Supplement

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DAY MARCH 4 1977 NUMBER 3222

Fewer pupils—but more will be staying on

Projected number of births continues to fall... the number of young people seeking to continue their education beyond the statutory age in schools or in colleges...

As in school staffing standards, the paper reports the two main principles of DSS policy—principles on which the rate support grant negotiations are based...

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See and be seen

It will be hard for the seven remaining regional conferences to match the oppulence of this first. It was held in Newcastle's new civic centre...

The new civic centre's landscaped and paved plaza... Mrs Williams spent an hour with a dozen of the demonstrators' leaders...

Meanwhile within, amid the chandeliers, thick carpets, the stainless steel and stone, the 280 handpicked delegates were promulgating an agenda...



And just don't mention the Great Debate or they'll all want a sap...

There was scarcely a ripple all day beyond a round of applause for a fierce lady with red things to say about HMIs...

Mrs Williams probably said over lunch than anywhere else. Like why is Newcastle able to increase its spending by 3 per cent and not to raise the rates this year?

Teacher redeployment is another absorbing topic these days among the pros. The more so with the Taylor Committee report coming up...

same thing in their reorganization of Catholic schools because of the self-denying ordinance on the part of the governing bodies concerned...

Such helpfulness is almost enough to win Jack Chidderton's support for the delayed St Mary's. It's his last year in Newcastle...

The message that openness has arrived among HMIs is clearly shown in the reports of their visits...

Mr Brian Gaffney, head of Shilley Row Comprehensive, Sunderland...

He sent some pupils off to work in a local wildlife park, but resolved on urgent telephone calls a few days later asking him to call them off...

Mr Rouse-Evans, as well known in the industry, is the director of the new school...

children and adults could be painted a model. After two days' immersion in marine and museum life...

For star-gazers the museum is organizing a course in 'Introductory Astronomy for Teachers'...

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Odd event

The seventh of James Rose's books about Old the teddy bear who liked to be taken home...

Wave length

The National Maritime Museum in Greenwich is a living reminder that once upon a time Britannia ruled the waves...

Next week

Preparing pupils for work by Malcolm Gough. Arts teaching and the curriculum debate by Chris Woodhead...

Top marks for modern maths

Two engineers who have been at the forefront of modern mathematics and performed better on training tests than those who learnt mathematics by traditional methods...

16-plus reports

Scottish head teachers publish a pilot this week to replace all 16-19 examinations by a standard school leavers' report.

Myopic swots

Short-sighted children do better in school than children with normal sight.

Maths mug up

The DSS has asked 10 colleges to run one-year refresher courses in maths for teachers.

Mercury menace

The Department of Education and Science is planning to issue a circular on the hazards of mercury against a background of evidence that at least a third of all school laboratories might be seriously contaminated.

Harmless drudgery

Dr Johnson defined the lastographer as a harmless drudge. Christopher Ball looks at the function of the dictionary.

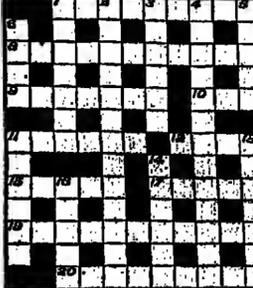
Ready for work?

What advice should schools be giving to pupils about the world of work?

Extra: School visits

Leaders; 2; personal column, Gerry Fowler; 4; foreign news, 14, 15; letters, 16, 17; sport, 18; features, 20, 21, 23; Books; Caine's copy, 24; education, economics, biology, literature, science textbooks, 25-27; Didacta 28-30; Resources, 31; Talkback, comprehensive, mathematics, school bookshops, 32; arts, reviews, Patrick Carnes, copy, 33; Peter, on theatre; Nicolas Walter on television, 34; broadcasting and films, reading programmes; geography films about Covent Garden and the Clyde estuary, 37; crossword, 38; toppers, 39.

Crossword No 1,074



Down

- 1 Jay hidden in the foliage (3, 4)
2 Flaca for a stock dealing (6, 7)
3 Moby Dick (6)
4 Groups looking for the 18 (6, 7)
5 They carry out a secret trade (5)
6 TUC's backing for cotton (4)
7 Shows that there is no difference (6)
8 Takes a breath (6)
9 In the hole in the wall we get credit (7)
10 Ignores an aspiring name (6)
11 Stacked in, as it were (5)
12 Outlets for 'home' (2, 5)
13 Relation to Pierre No 1,073.

Across

- 1 Splitted come-down on alpacas (9)
2 Looking at a clear view ahead (6, 8)
3 Used to go ahead of trade (3, 4)
4 Have socially disgraced people lost (15)
5 Characterless state (6)
6 And the woodbine And the must of the rose is blown (7)
7 Tennyson (6)
8 Poetic Hebrew measure for a pigeon (5)
9 For back relatives of black people lost (15)
10 They balanced up the correspondence (6)
11

Chess

THE DESERTED KING. It is usual to talk about a chess player as either a positional player or a tactical player. By this is meant that, if he is a positional player, he plans tactical complications and follows some logic, clear and simple. If, on the other hand, he is a tactical player, then he does not bother overmuch with plans but looks for sharp attacks and complicated struggles...

Chess

what seems a good strategic plan and in so doing carefully neglect a tactical possibility. Thus, in the following game which was played in the Women's Inter-zonal at Rosendalen last year, White is to finally absorb the positional considerations on the Queen's wing that she overlooks a tactical possibility on the King-side...

Chess

White: Mikhailovskys, Black: van der Mijl, Sicilian Defence. The Queen's wing that she overlooks a tactical possibility on the King-side... White is to finally absorb the positional considerations on the Queen's wing...

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White: Mikhailovskys, Black: van der Mijl, Sicilian Defence. The Queen's wing that she overlooks a tactical possibility on the King-side... White is to finally absorb the positional considerations on the Queen's wing...

The Engineering Industry Training Board finds general satisfaction with the quality of maths teaching, but two Coventry teachers (page 10) uncovered "considerable disquiet" nearer the shop floor.

were under the mistaken impression that only metric units were now used in industry, the report says. Trainees with experience of more innovative methods in mathematics accounted for higher intelligence. Trainees who had done craft subjects also did better in training...



Force for reaction?

In a second article AURIOL STEVENS suggests the right response to agitation is better schools not more power

Court in the act

The Court report on child health services is now in the long tunnel marked "consultation". As Lord Wells-Pestell told the House of Lords recently, health and local authorities, community health councils and some 140 organizations concerned with the health and education of children have been asked to submit their views on the report by the end of June.

Meanwhile the Department of Health and Social Services is attempting to top up the cost of implementing the committee's recommendations.

The general atmosphere in which the report has been received has been congratulatory but depressed. The two volumes provide a significant survey of the state of health of the nation's children and the development of the existing services providing for them. It brings out graphically both the triumphs and the inadequacies of 200 years of public health. It points out that although children accounted in 1972-73 for 24 per cent of the population, the best available figures—and there are no proper figures—suggested that only 9 per cent of the money spent on health services was spent on children. It underlines forcefully the cliché that as a nation we will be poorer children to support an aging population each must be as healthy, well educated, well integrated as possible.

It is suggesting a major reorganization of the medical services dealing with children, and large-scale improvements in training and provision, the report also invites despair. Where is the money? If children are to have more, if 13-year-olds are to have cosy chats with school doctors, if large schools are to have their own nurses, if the numbers of health visitors are to increase and so on through a whole range of excellent suggestions, who is to have less? Particularly who is to have less when the numbers of children are increasing and when social mobility means that ever more of those old people have no choice between living alone and living in institutions?

And if that were not enough, there is the daunting prospect of yet more reorganization. Local government itself, the National Health Service and secondary schools have all just undergone reorganization. Can another reorganization really be either necessary or desirable? Desirable it is not. But the Committee make a convincing case for the necessity of rationalizing and integrating the present hotch-potch of services.

The committee cannot be accused of failing to recognize either the disruption or the expense of their recommendations, many of which are presented as suggestions for long-term development rather than immediate action. There are, however, some points which might be taken up at once.

The committee puts particular weight on the establishment of a national committee for children at a national level. This is something which fits happily with the slow moves towards coordinated planning in social policy and, in Judge Lord Wells-Pestell's remarks in the Lords, is quite likely to be accepted.

The committee also sets store by the establishment of inter-disciplinary teams for the handicapped. There are clearly problems here of professional sensitivity, particularly on the part of educational psychologists who are not among those listed for inclusion. But without major upheaval, greater coordination will be possible without either expense or legislation.

A further recommendation involving little expense would be to make professional advice and services more readily available to parents and to teachers directly. The present division between preventive and curative services which means that school services can only give advice, or treatment, unless the non-accident parent or teacher is a child seeing a doctor when the school thinks it essential. But there is a danger in the sort of integration the committee proposes.

The school services—and they are the main preventive services for children of school age—are very much the weaker brother compared with the main stream of the health service. The National Health Service is widely reported to be under considerable strain. What serious chance is there if the school services are swallowed up in the ordinary medical services, that the preventive element which the Court committee recognized as essential will survive, let alone expand?

And expansion is what is required. Lack of coordination is only one of the failings of the present set up. Staff shortages are a much more serious factor. It can take many months to get a child an appointment or child guidance clinic. Months elapse between routine hearing tests and necessary treatment. This means that the main structure recommended by the committee must be seen as a blueprint for the organization of a richer service where resources become available. In the meantime teachers and parents will have to continue to man the front line.

Unanswered questions

The system of school reports based on a much broader profile suggested this week by the Scottish Head-teachers' Association (page 4) has a great many attractions, as did the very similar suggestion of the Schools Council working party on the Whole Curriculum. The latter even received some backing from one of the lead speakers at Bradford. Apart from the less radical scheme running in Swindon at present, the Scottish scheme is the first attempt at giving substance to the slogan of "holistic" assessment. The scheme cannot in itself offer any help to England and Wales as it has north of the border.

But the Scottish heads seem to be asking a great deal of what could turn out to be little more than a new form of words or a new place of paper with which, as they put it, to wave 16-year-old leavers goodbye. The scheme cannot in itself offer any help to England and Wales as it has north of the border.

Natcher can it, in itself, heal the breach that is opening up between schools and the wider community as the great debate rolls on. It seems probable that unless these proposals are backed up with some

timid demonstrations of the credibility of teachers' judgments, the validity of any such schemes will remain questionable and questioned. If teachers' judgments commanded universal confidence the Shirley Williams clause would not be stunning the country. It is perhaps significant that only the Liberals have been elected with the possible exception of the Conservative Party. It is, of course, possible to see how an individual report, covering all the aspects which the Scottish scheme equally would be produced, could be used to produce a "holistic" assessment. It would be possible to use the profile report to rebuild assessments which themselves were based on standardized tests. But whether this would be a good idea, or whether the liberal-minded Scots head teachers have in mind is another question. Their aims were to take some of the heat out of the examination system and extend the range of the school-leaving assessment—both of which are problems necessary to solve before the comprehensive school can really flourish. Unfortunately, the politicians' present exercise is aimed at putting more heat on the schools and forcing them to narrow, not broaden, their vision.

If it is accepted that the logic of comprehensive schools, on the one hand, and declining rolls and scarce resources, on the other, is the development of neighbourhood schools with little room for parental choice between them (as I argued in an earlier article), the question arises: in what other way is parental participation to be exercised?

Parents are now represented in three ways.

● A few, either self elected parent representatives (in some authorities) or appointed because they are local political appointees, sit on school managing and governing bodies.

● In most schools, all parents can join a parents' association or PTA.

● Most multi-class schools have some system of appointments, open to general public, at regular intervals, or when they have particular queries, or when they have children's progress with teachers.

The extent and effectiveness of all three vary. Some authorities have no parents on governing bodies; some, as a Manchester headmaster has pointed out, have no parents on governing bodies could become much more common.

But it would require legislation to make alterations of the kind the Taylor Committee is likely to recommend, and there would be no doubt that major political as well as educational arguments if there were any serious attempt to remove overall control of governing bodies of county schools from the local authority, or expand their powers to control of the curriculum.

The voice of parents on governing bodies is partly that the present system can make consultations between governors and parents easier—a parent representative can be detailed to gather views on a particular subject, such as the school meals, speech days, arrangements and so on, and report back to the governing body. But the main voice, however, is that unlike the common run of political hacks they know the school and have their ears in the present state of public discussion, and they are not afraid to speak and could try to influence.

PTAs and parents' associations, rooted more in America than Britain, have over the years raised thousands of pounds for swimming pools and minibus, for trips and Christmas parties, and increasingly, in those days, for books and equipment.

They have also provided a forum in which the staff of schools could expound and explain their educational policies to the parents, or reading, field studies, or research. And some schools—those in the Liverpool area are the best—have been successful through such activities, making contact with all parents, not just those who are usually most enthusiastic and supportive to their children's education. In this respect, which is the less successful, they are sometimes finding they need to protect them from their parents' excessive expectations; they cannot pass and sing at academic, course-by-course, watered-down which do not interest them; they have a nasty feeling that parents are a force for reaction; they are looking for two things, the status and what they had themselves; they are another confirmed view: "If you believe that parents on the whole want their children to be like they were, and that society needs something different, then society needs teachers who will not take too much notice of the parents."

While schools and education pinpoints the importance of diversity for children and society, many parents appear to be demanding greater emphasis on traditional academic courses, more discipline, hard work, discipline, tables and allegories, less "letting them be themselves." And they seem to be falling over themselves to send their children to schools which promise the conventional

13 or 14 let alone 16 must be finished. Many, probably most, parents and children—particularly if they have confidence in the school—will be happy to accept the school's guidance on options and settle for a balanced general education up to 16. It is only the parents who have little difficulty in defaming whatever system of options they have decided to adopt.

None the less, there are those whose interests are developing strongly at about 14 possibly in specific directions. These young people may be held back if they cannot do it themselves, possibly in language, or in mathematics, or in art or in sports or in other areas.

Making transfer easier would benefit them. It would also mean that minority subjects could be taught more effectively. Parents, who are not usually taught, do not usually know how to teach their children's progress with teachers.

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Jubilee scholarships planned

Public scholarships for high flying sixth-formers are being considered by the DES.

Mr Gordon Oakes, Minister of State at the Department, said this week that 1977 was the year when the Government would announce the introduction of scholarships which would be awarded for scientific or industrial studies.

Discussions are taking place with the TUC and the CBI. "We would hope to get it finalized and settled as part of Jubilee week," Mr Oakes said.

The scholarships would be awarded to pupils with high ability and could lead to a high-ranking industrial career, he said.

Let's make it a real debate—Oakes

The proposal comes from the National Association for Teachers in Further and Higher Education. It is to be considered by the TUC's education committee.

Behind it is a growing concern among the further education teachers about what they see as a chronic spiral of training schemes, many of which involve the colleges. The association demanded a coordinated approach to the education, training and employment of young people in a press conference this week. It called on the Government to admit that there is a long-term problem of high unemployment among them, beyond the school-leaver crisis.

"The regular statistical information on school-leaver employment does not show the plight of over 250,000 under-18s currently unemployed," it said.

The association demanded an immediate reappraisal of the "various odd hiccups" of assistance to young people which, it alleged, were being put in place to compete one with the other. It wanted what it called a sensible reorganization, with common funding.

Mr Tom Driver, NATFHE general secretary, said the association suspected there were now colleges which were drifting apart and competing for their funds from the Training Services Agency. The funding was short-term, insecure, and destructive to proper planning.

"The danger of coming under two paymasters is that in the end there are two lots of people talking you when you do. The proper way to deal with this is by coordination of Government departmental level."

The denunciation of "ad hocery" produced little reaction this week from the Manpower Services Commission, which is convinced that the wide range of measures operated by themselves and Government departments are necessary in the present jobs crisis. It has, it says, its own high-powered working party trying to prepare a comprehensive long-term programme.

The commission is opposed to any attempt to bring its training activities under the umbrella of the DES. It feels they are an integral part of manpower planning.

Miss Barty Lockwood, chairman of the Equal Opportunities Commission, said society regarded the educational pattern for girls as different from that for boys. A core curriculum should include home management and consumer affairs for boys as well as training for parent-hood. Girls should be educated to look forward to careers.

Lucy Hargreaves reports from Bradford on the second regional conference, page 8.

'Merge DES in new ministry'

by Mark Jackson

The TUC may ask the Government to set up a new Ministry of Education and Training. It would take over the Department of Education and Science and responsibility for training from the Department of Employment.

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Fate of London colleges still in the balance

The Inner London Education Authority is under pressure from the colleges and politicians to meet its views on the disintegration and number of teacher training places in London.

The authority is hither about the 2,000 places allocated to it by the Department of Education and Science, which is seen as small compared with the numbers marked down for the voluntary sector. Council plans which they intend to present in the department may differ significantly from the "preparatory" suggestions from the chief education officer Mr Peter Newsam, and make a final decision on the colleges. "There is tremendous anxiety, all the colleges now feel that they're at risk," Mrs Leslie Campbell, vice-chairman of the ILEA, said this week.

The campaign by the Sidney Webb School of Education, which is part of the Central London Polytechnic was marked down for closure on the DES list, appears to depend on the fate of the education department of the North London Polytechnic. There are signs that the ILEA may decide that NLP can

Disagreement on Europe exam

The European baccalaureate—the university entrance examination for pupils at EEC schools—is the same as four passes of A level, says a report from the Schools Council.

The DES disagrees. It says in a foreword to the report that the baccalaureate is equivalent to three good A level grades—which is at least a step up on its previous method, which considered the examination to be worth two A level

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Doubt over merger talks

The future of the Association of Education Committees was still in doubt this week following another meeting about a possible merger with the Association of County Councils and the Association of Metropolitan Authorities. The prospect of agreement are not thought to be high.

The AEC executive is meeting today to discuss the outcome of Mr Oakes' meeting of the three associations. The AMA policy committee met yesterday. Neither the ACC nor the AMA was prepared to comment on the package deal offered by the AEC. Lord Alexander, secretary of the AEC, said he could not comment on merger talks before the AEC and AMA response to the package.

In the event of no merger being negotiated, the AEC is expected to be wound up and its assets realized to meet pension commitments to its present and former staff.

The AEC has cancelled its summer conference and is likely to hold a special meeting this month or next to decide on its future.

Polys told to encourage part-timers

The contribution of Britain's polytechnics to part-time education had been rather disappointing, Mrs Shirley Williams, Education Secretary, said at a conference organized by the Committee of Directors of Polytechnics on Wednesday.

She said that while full-time enrolments at polytechnics had increased from 30,000 in 1965-66 to 90,000 in 1970-71, enrolments of part-time students on advanced courses in polytechnics had risen from about 45,000 to only 54,000 over the same period.

"We would hope to see further expansion in part-time education which in many cases is all that is needed by many people," she said. "It is essential for the opportunities available for the young people who are not going to university."

Mrs Williams also drew attention to what she called the "marked change in patterns of students' choice of subjects." She said there

had been staggering increases in the number of applications for science and technology courses—from 18,000 in 1975 to nearly 22,000 last year.

"And there is evidence of a further increase in this current year," she said. "It is particularly encouraging that we are not going to see a decline in the number of students determined to sustain this increased interest."

She also appealed to industrialists to make their needs more clear and to a greater two-way exchange between industry and schools. She suggested that one reason why young people went into the social work and civil service was that they were given responsibility at a much earlier age than they would have done in industry.

Referring to the National Union of Students day of protest, Mrs Wil-

liams defended her policy on fees: "I have always been prepared to look at other ways of making sure. I am not wedded to fees as the only way of doing this. I must think that the cutbacks must be shared across the whole range of education. "If there are other and more sensible ways of making up the future then I will be prepared to listen."

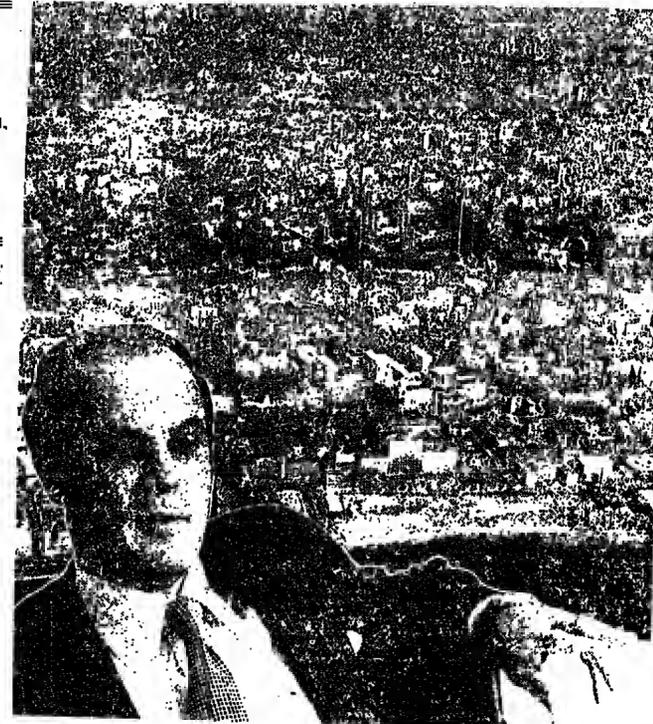
On the question of overseas students she pointed out that over the past nine years the number of overseas students in higher and further education had gone up from 30,000 to over 80,000.

"Many do not come from the less developed countries and I am bound to consider how many of these we can sustain. But let me make it quite clear that we should always be quite generous in the number of overseas students in this country."

The future of London

London is having to reorder its ways of thinking to deal with a shrinking population. It is the biggest task facing Peter Newsam, who has just taken over as the capital's education officer. Patricia Rowan reports

In his first major report as education officer of the Inner London Education Authority, Mr Peter Newsam says the fall in population changes the context of everything that the authority has to do. "The idea of ILEA as a disproportionately large education authority is rapidly losing any possible basis in fact." By 1986 London's primary school population, now 181,000, is likely to be down to 147,786—only slightly larger than Birmingham's is now (147,987). It means, Mr Newsam says, that they have to start again and plan for quite a different kind of future: "A new principle has to be grasped. When numbers decline the process by which enlargement occurs cannot be reversed. We cannot take a snapshot of the future and expect it to remain in place as we plan our way towards it. Inner London has to learn to manage a process of change which is likely to require a reordering of all that remains."



Peter Newsam—behind him, the whom sprawl of Inner London.

Mr Newsam's views on numbers and accessibility, the other main theme of his report on the ILEA organization, will form the basis of many of the other reports on school buildings, multicultural needs, the 16-19 age group—that will soon have to be dealt with. They also have some bearing on the need to improve organization and communications in the light of the Auld report on William Tynedale Junior school; and the call for representative local committees. The report, which will go before the full education committee on March 22, was originally called for by them last May. The schools sub-committee added the post-Auld request and the staff and general sub-committee asked the education officer (they Dr Eric Brinkley) to explore the local committee question.

The idea of local committees is, of course, part of the more drastic debate on whether the inner London boroughs would be better off as ILEA was broken up and they ran their own education services, a course strongly opposed by the Labour leader, Sir Ashley Bramall. The view that ILEA is in long or remote (held notably by Islington, and Kensington with Chelsea, who both appointed their own education advisory committee) was strengthened by ILEA's handling of the Tynedale affairs.

Mr Newsam's report deals directly with local committees by comparing them with the old divisional executives in the county tier, and cites the 1983 Maud report and the DES in support of his view that they lead to over-planning and a slowing down of the machine. He also reports that studies on delegation to local offices on the work of, for example, equipment officers and the catering service, suggest that this would lead to staff increases rather than improved efficiency.

His critics agree that this simply sidesteps the issue, but the numbers and accessibility theme of the report is relevant here in two ways. Falling numbers, as was made clear in figures published last year of projected population in 11-plus, mean that it would be virtually impossible to repair and there is an alternative within easy distance. But they could expect 635 11-year-olds in 1985, in any case, ILEA will no longer be all that large. On the charge that it is too remote, Mr Newsam has a number of explicit suggestions for improving communications between the individual member of the public, or the borough council, and County Hall. Short-term, London's ten divisional offices and the main inquiry office at County Hall should accept educational inquiries from any parent or other member of the public. Longer term, though it could be started immediately, his plan is more ambitious and complicated. The thinking behind it is that every parent needs an information point within walking distance, and brought or divisional offices are likely to be just as remote as County Hall. What he would like to see in the end is something like 100 such centres where inquiries could be taken in and at least passed on. There is no question of having to build them. There will be quite enough empty or under-used buildings as the school population falls. "In each of the planning areas there will be 10 or more ILEA premises. These may include a secondary school, a careers office, part of an adult education institute, several primary schools, a youth centre, some college premises. This indicates the nature at what is possible."

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Ignorance and uncertainty about mercury poisoning are widespread in schools. DES guidance is still awaited

Mercury—one lab in three polluted?

It is feared that each division has an inspector designated as a school inspector. As to the quality of education, it is already changes in the way the more schools and the provision of more information about the work of the school laboratories could be called for. This makes it the more important that we should deal with irregular checks. It will also give us a better idea of the way in which the report proposes that the ILEA Director General's Board should be made up of inner city areas and job-leavers, and a regular meeting with planning arrangements. It is also expected that the statistics branch will spend more on other checks uncovered laboratories, assessment and monitoring, and will be more manpower planning exceeding the safety limits applied in ILEA use profile is very similar to that of the teaching force, which has been the middle range from the industrial to the promotion prospects of the number of seniors. Mr Newsam's far-reaching plan for the promotion of multi-skilled staff. Spare posts are already being filled to lack in in-service training of a national investigation. Mr Newsam's far-reaching plan for the promotion of multi-skilled staff. Spare posts are already being filled to lack in in-service training of a national investigation.

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Plea for more schooling after 16

Two major teaching unions today call on the government to improve the provision of post-compulsory education and give priority to setting up a national advisory council for continuing and recurrent education. In a joint statement the Association of University Teachers and the National Association of Teachers in Further and Higher Education say that though there is an increasing demand for continuing education, the opportunities for education after 16 are not enough for the needs of the individual user of society. "Instead of encouraging demand," it says, "we have seen repeated cuts and as ever, the non-statutory sector of education has suffered most severely. The existence of a more literate, knowledgeable and politically sophisticated population and the continuing need for scientific and technological developments demand a system of education conceived as a continuing process throughout life. The present system of education, which effectively cuts off the majority of people at the statutory minimum age is not adequate for this task."

The thirty teachers from Little Harford School, Newham, who have been suspended from membership of the National Union of Teachers, have given the union until July to rescind the suspension before taking legal action. Mr Brendan Singh, a spokesman for the NUJ, said last week that a committee had been set up to try to negotiate a settlement. "We have decided to delay court proceedings for a week. Only when there are no alternatives will we go to court."

Deadline today in suspensions row

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Government backpedals as bosses and unions fall out over cash for training

The Government is giving up its hopes of getting employers to share the cost of a planned expansion in industrial training. Now, it is having to explore other ways of alleviating shortages of skilled workers and ensuring that young people are recruited systematically. Mr Albert Booth, the employment secretary, announced this week that he and the Manpower Services Commission were not going ahead with the idea of collective funding of industrial training because reactions in their proposals had, in his words, "varied greatly". What the phrase means is that there is conflict between employers and the unions in which the Government has narrowly avoided becoming involved. The Confederation of British Industry, which until recently appeared to look favourably at the principle of sharing in the cost of a national programme for apprentice and other skill training, now unambiguously opposes it. The TUC which wants above all to increase and stabilize the recruitment of apprentices, is angry that it sees as yet another example of employers refusing to accept their responsibility to the young.

So strong is the TUC's feeling that it has considered urging the Cabinet to use some of the parliamentary time unexpectedly available as a result of the dislocation of the Devolution Bill to rush legislation through which would impose collective funding on industry. This would have forced the Government into a confrontation either with the unions or with the employers and with its own advisers, the Manpower Services Commission, very much against imposed legislation. The commission is equally committed to securing a high and stable intake, but by consent. Instead, the TUC has agreed to accept defeat for the time being, and to serve on the task group from industry and education which is being set up to examine other ways of meeting the unions' objectives. The term, to be headed by Mr Richard O'Brien, chairman of the MSC, will examine the extent to which training and financial arrangements can help maintain a skilled workforce. It has been told to pay particular attention to the unions' chief preoccupation, the recruitment of young workers. But a public expression of the TUC's continuing resentment is being set up to examine other ways of meeting the unions' objectives. The term, to be headed by Mr Richard O'Brien, chairman of the MSC, will examine the extent to which training and financial arrangements can help maintain a skilled workforce. It has been told to pay particular attention to the unions' chief preoccupation, the recruitment of young workers. But a public expression of the TUC's continuing resentment is being set up to examine other ways of meeting the unions' objectives.

Any budding authors in your class?

They could win £100 plus an album of British stamps and provide the British entry in the International Letter Writing Competition of the Universal Postal Union. The Post Office is running a letter writing competition for schoolchildren resident in the UK* and entries are divided into two groups: 1. Up to and including 11 years as at 31 July 1977. 2. 12 to 15 years inclusive as at 31 July 1977. Prizes for group winners will be £100 in National Savings plus an album of British stamps. Runners-up will receive presentation packs of stamps. The subject of this year's competition is "A Postage Stamp Speaks". Entries in the younger age group must be not less than 250 words and entries in the higher age group must be between 500 and 1000 words. However if an entrant in the lower age group wishes to be considered for the international competition (as opposed to just the British section) the letter should be a minimum of 500 words. The British competition will be judged by Tony Steele, Tom Jackson (General Secretary of the Union of Post Office Workers) and John L. Foster, Head of English at Redefield School Oxford, and Chairman of the panel will be Reg Bailey CBE, until recently Director of the South Eastern Postal Region. The international competition will be judged by UNESCO. The standards are high but if you have a pupil who shows a genuine talent, why not encourage him or her to have a go. For details of the rules, and preparation of entries (which must be postmarked not later than 25 April 1977) please write to John Hume, Letter Writing Competition, Postal Headquarters, St. Martins-le-Grand, LONDON EC1A 1HQ.

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Town's all-in plan 'silly' says NUT

Essex has run into immediate opposition over a proposal that two of its grammar schools in Colchester should go comprehensive, but select pupils on the basis of musical ability. The suggestion was first put to the public at a meeting in the town last week, but has since been dismissed as "incoherent" and "silly" by the local branch of the National Union of Teachers. The authority has not yet made any firm plans for the reorganization of the three remaining selective areas of the county—Colchester, Chelmsford and Southend. However, in response to the Education Act 1976 which calls on all LEAs to submit plans for the completion of their comprehensive schools, Essex has so far published two alternative schemes for Colchester. Plans for all three areas will be submitted to Mrs Williams, the Education Secretary, who has said they must be with her by May 24.

The first Colchester plan is for a sixth form college system in which the only two grammar schools in the town would become 11-16 comprehensive and feed a sixth form college. The other suggestion is for all comprehensive to be 11-18. Selection on grounds of musical ability would be to the Colchester chester High School for Girls and could be applied to either scheme. The education committee here offered it as a way of not upsetting the existing catchment areas for the rest of the schools in the town. Mr David Mills, head of fourth year at a Colchester comprehensive school and local labour secretary for the NUT, said: "I cannot believe that the Department of Education and Science would ever accept these proposals if they were not forward as plans. Essex education authorities can be very easily suggesting that there are enough children in the Colchester area to fill two schools with a special bias on music. "The union feels that the county has consistently delayed going comprehensive in the town and latest proposals, which they have made, are more delaying tactics." In Chelmsford, the governors of the voluntary controlled King Edward Sixth boys grammar school have told the county they may be independent and the Church of England authorities have indicated that they are interested in running the selective county high school. For these reasons, complete comprehensive reorganization in the town have been held up. In Southend the authority is having a series of consultative meetings to discover whether there should be a sixth form college system or a "mixed economy" of comprehensive schools.

Anti-cuts strike shuts down most of county's schools

Most Essex schools were locked on Tuesday morning by a strike of 100 teachers and voluntary retirement staff. The county council approved a 10 per cent rate rise for 1977-78. Staff out in education-related services, including the county council, the National Union of Public Employees, supported the action. The National Union of Teachers and the National Association of Schoolmasters last week urged their members not to cross-picket lines. Many teachers and students joined a 1,000 strong march through the centre of Chelmsford to county hall to lobby the council meeting. Mr Stanley Barnett, chairman of the coordinating and finance committee, told members that reduction in the coming year had not been reduced to 69 full-time and 917 part-time posts throughout the county. A spokesman for the authority said that 1,100 jobs were "at risk" and that the county council would be asked to reduce the budget next year of £64m.

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Teachers advise school leavers badly, say poly lecturers

Teaching in schools is attacked by the Association of Polytechnic Teachers in evidence to the Careers Expenditure Subcommittee of education. The subcommittee is looking at standards in schools.

"Among the applicants, if not the recruits, to the polytechnics," it says, "those who have benefited from courses with balanced content, correct advice, qualified teaching and high motivation are reported to be in a minority. . . . Most polytechnic teachers feel themselves to be involved to some extent in 'remodelled' work of one sort or another."

A seven-page memorandum says that advice given to pupils is often misleading and causes them to embark on unbalanced or unsuitable courses of study. Many teachers do not understand or are hostile to industry or commerce, and steer pupils into "wealth consuming" rather than "wealth producing" activities.

The wide variety of a level syllabus often provides a poor basis for higher education. Once students have made his choice he finds his studies are "lightly circumscribed at the most imaginative time in his life".

The attainment of sixth-formers is often limited by the abilities of teachers, particularly in English and mathematics. A core curriculum that would require science stream pupils to study some descriptive or discursive subject is suggested.

The memorandum puts forward four areas for urgent attention:

Advice for pupils: This should be reviewed with an eye on supplementing the efforts of the school-based careers teacher. The aim should be to provide a broader perspective than is frequently available.

Teacher training: There is a "general feeling" that this is inadequate. Suggestions for remedies range from the implementation of the James report to the "possibility of any teacher training certificate being by means of either a post-graduate course or even a post-experience course where the experience is outside the education sphere".

Curricula: The need for a core curriculum involving mathematics and use of English is generally agreed. The need for increased commonality of syllabuses should also be considered, and the possibility of devising post-16 programmes which give scope to the teaching of methods of study, and of divergent and creative thinking.

Incentives: Suitable ways must be found of attracting teachers into disciplines where traditionally there has been insufficient staff.

The memorandum praises the level of awareness of thoughtfulness and considerable concern among young people about such matters as the well-being of wild life, the world's poor, the environment, the need has never been higher. . . . If there were an Olympics for kindness Britain would be in the gold, through the young people."

Ulster all-in plan in trouble

The North Eastern Education and Library Board, the second largest education authority in Northern Ireland, agreed unanimously last week that it would be wrong to impose comprehensive education in its area. But it decided that integrated schools within a comprehensive system should be considered as a "feasible option".

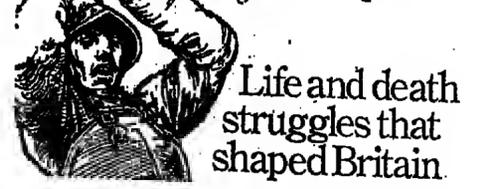
The votes were taken after an 18-page report of the board's consultations on reorganization had been considered. This showed that more than half the 400 respondents favoured the retaining of the existing grammar-intermediate structure. Only 17.5 per cent supported comprehensive education.

Discussions on comprehensive schooling, said the report, "have been overshadowed and influenced by hostility to the arrangements suggested in each area" by the consultative document issued by the Northern Ireland Department of Education last July.

The report also noted "the significant level of unawareness on the part of many participating in the current debate of the fundamental issues involved" and recommended the issue of a further discussion document on the educational aspects of comprehensive schooling.

Much of the unawareness appears to be on the part of teachers. There are 319 primary and secondary schools in the north-east, but teachers in only 63 of these submitted views, compared with 95 parent bodies and 210 school managements.

OUR CIVIL WARS



Life and death struggles that shaped Britain.

The Telegraph Sunday Magazine is publishing an illustrated series on "Civil Wars of England". Some of the battle sites and battlefields have been specially photographed; descendants of some of those who participated in these struggles have been interviewed.

Eminent historians such as Professor Hugh Trevor-Roper, W.H. Warren and Blair Worden will be contributing. The wars to be covered are:

- King Stephen versus Matilda;
- The Barons Wars; The Wars of the Roses;
- The Civil War; The Jacobite Uprisings.

New 5-part series starting March 6th in the TELEGRAPH SUNDAY MAGAZINE. With the Sunday Telegraph -14p.

Bradford—Lucy Hodges reports on the second round Great Debate Like clockwork . . . until clatter of coins stops play

Despite the band of chanting students outside Bradford College, last week's second instalment of the great debate ran with clockwork order and efficiency inside the conference hall.

Mr Gordon Oakes, Minister of State for Education, who was in the chair, and the other invited speakers kept trying to assure the delegates that the conference was no farce. Everyone seemed prepared to give them the benefit of the doubt.

More complaints about bureaucracy—this time caused by recent labour legislation—came from Mr E. E. L. Owens, education officer for North Yorkshire. And an employee of Humberside education authority said most problems of under-performance among children were in largely urban areas. Teachers should make more effort to contact

parents of primary school children. "We have got to talk in their own language. A lot of parents were attending the conference without having got an appreciation of the issues from the School Students' Society. The National Union of School Students' Society did not want to be involved in the School Students' Society conferences.

There was some criticism of an teacher training course from Mr Frank Harris, a teacher from the North Yorkshire Education Authority. "From a decision of a group of people of education, a depressed and a force."

He argued that they are now being slaughtered by the education system. "I am about the need for before our very eyes the abandonment of colleges which have no millions. Have we not had?"

All potential teachers to do a four-year course called a BA in Education. There should be a lot of an education course. Another point delegates should have known "We want the articles and magazines schools' governing bodies were few parent bodies conference and that it had been necessary to invite people to set up and state teacher to answer for that."

John Ginnell, a deputy, said there had been in the last year in the untrained graduates of teaching. Solange practice because the used in communicating way.

Mr Eric Robinson, Bradford College, argued that training was too industry and the world concept of teaching clear and there were standards and a lack of "Schools end work" dependent. A lot of society. Jobs should dignity—none a culture be crossed daily."

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It was after Sir that the demonstration began to wake their "No one, stop the money chanted. Mr deputy president Union of Students, the later stages of the would be opened up audience.

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See Aristides, page 80.

What was needed now was an educational profile on every child. The speakers then began to wander into other fields. Mr W. A. Hill, head of Myers Grove Comprehensive, Sheffield, suggested there was no suffering from "imagination fatigue" in schools brought about by too much bureaucracy would not solve anything. "I would regard that as an affront to my profession."

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One of the main arguments in favour of a core curriculum, said a representative from the Assistant Masters' Association, was that at present it was difficult for children to transfer schools. Schools chose different subjects for study and different syllabuses. If a pupil wanted to learn D level German, he would find it was impossible to do in Hull, a major port facing Germany.

This provoked Mr Arnold Jennings, president of the Hurd-masters' Association, into a strong defence of the present system. "The best thing is for the parent to have more care for his children's education and keep them in one school over the vital years", he said.

A representative of the Campaign for the Advancement of State Education told the conference that parents had been excluded from schools for ten long. They should be represented in a variety of forums and managers of government and consulted by I.E.A.s before decisions were taken.

Mr Anthony Bullen, National Union of Teachers, did not like the sound of this. The great debate was a debate about teacher control, he said. Even the Schools Council was under attack, and the CBI would love to see inspectors looking over teachers' shoulders.

"Are we talking about a curriculum based on the requirements of the East India Company or one which requires young men to spend hours toiling over fractions when they have pocket calculators at their disposal? The conference should be talking about resources. Teachers have been teaching children in the right way for years and years while society is not even asking people to earn."

Mrs Betty Lockwood, chairman of the Equal Opportunities Commission, came in for a rough ride for suggesting there was sex stereotyping in the curriculum. Girls are not trained to go out to work but are trained on the basis of "Oh, you're going to marry", she said. They are expected to be local industrialists who complained of job applicants being unable to read or write.

The debate on standards was less to the point. Mr Clifford Morris, head of Kippax North School, Leeds, explained that standards had not declined but improved. Social skills especially had improved, but the question was, had standards risen enough and were they high enough for society's needs. "To expect rising standards at a time of declining provision is unrealistic."

The question of assessing standards should be left to the teachers who had done a very good job.

Mr Eric Robinson, Bradford College, argued that training was too industry and the world concept of teaching clear and there were standards and a lack of "Schools end work" dependent. A lot of society. Jobs should dignity—none a culture be crossed daily."

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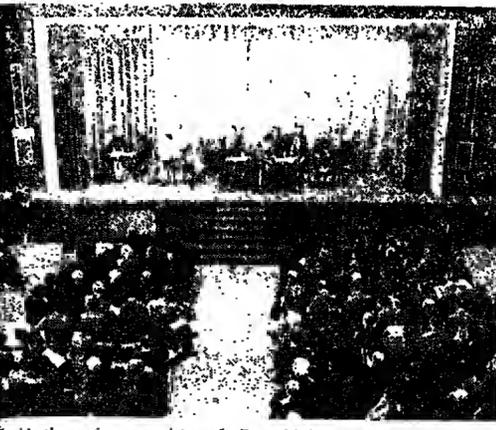
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Inside the conference—pictures by Barry Wilkinson.



Outside—but only just. Student demonstrators.



From the floor.



Police escort for the Minister as he leaves.

10,000 student teachers fail to find jobs

More than 10,000 teachers who qualified last year are still out of work, Mr Gordon Oakes, Minister of State for Education and Science, told the House of Commons last week.

Most of them—9,840—came from colleges of education and polytechnics, he said, though 300 were from university departments of education, more than 100 were art specialists and 811 came from technical colleges of education.

The figure did not include newly qualified teachers in jobs after their training.

Cuts and chaos put off graduates

Uncertainties created by comprehensive reorganization are a strong deterrent to graduates going into teaching, says Newcastle University careers service in its report for 1975-76.

However, a survey of Newcastle students completing the Postgraduate Certificate in Education found that more than 90 per cent had got jobs. The most sought after positions were in further education. The number of applicants for the Postgraduate Certificate is expected to increase.

Priority for 16-19s in TUC's £2,370m package

The Trades Union Congress told the Government last week that it should spend an extra £25m on education next year, £50m more on school meals, £50m more on training and £200m more on job creation and subsidy schemes.

The items are part of a £2,370m package designed to expand the economy in 1977-78. The main proposal—in the TUC Economic Review—is for income tax cuts of £1,500m. The rest of the package would be made up of increases in certain areas of public spending, in which education and training measures aimed at 16 to 19-year-olds play an important part.

There should be a drastic reform of the grants paid to young people, staying on at school or in full-time further education, it says.

The present arbitrary arrangements for providing educational maintenance allowances should be replaced by a mandatory scheme of standard payments, as already exists in Scotland. In the longer term these allowances should be more in line with unemployment and training benefits. The educational course should be made more attractive to the unemployed.

Successive Governments are criticized for failing to ensure the smooth transition of young people from school to work, and neglecting to provide adequate further education and vocational preparation.

Though the immediate measures would inevitably be based on expediency, the report says, the experience gained should be used to produce a national strategy for the education and training of young workers.

An even worse year than last is predicted for next summer's school leavers—because of the growing shortage of jobs suitable for young people and because of increasing numbers in the age group.

The present youth employment subsidy, which was designed to encourage employers to take on extra school leavers and young people, should be replaced by a new "job expansion subsidy" and this should be paid to anyone recruiting above their normal target. The job creation programme should be continued and expanded, particularly in areas with specially high unemployment.

TUC Annual Economic Review 1977. Congress House, Great Russell Street, London, WC1. 40p.

Our top 10 educational films

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- 2. Simply Metric 14 minutes All ages FREE
- 3. What Are They Doing At College 24 minutes FREE
- 4. The Postfinders 28 minutes 10-16 Years FREE
- 5. Caring For People 22 minutes All ages FREE
- 6. The Magic of Averages 21 minutes All ages FREE
- 7. Physics and Engineering 22 minutes 13-15 Years FREE
- 8. Dry Out, Day In 21 minutes All ages FREE
- 9. It's One Way of Helping 21 minutes FREE
- 10. Caring for History 29 minutes All ages FREE

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But what does industry want?



Complaints from industry about poor educational standards are often vague about what exactly is wanted. Two Coventry teachers have been into local factories to find out

Coventry education authority could hardly ignore complaints from local industry about poor standards of English and maths. The local engineering employers' association published figures showing that among the 150 or so apprentices taken on each year for the past five years, average scores on a test of their abilities had remained unchanged while those in tests of literacy and numeracy had fallen steadily.

So as well as setting up a committee to look into the whole question of the curriculum for the secondary age child of average ability (YES) in 1976, the authority has arranged for two teachers to make regular visits to local factories and other places of work. Their brief is to investigate the sort of language and number work the new entrant to industry has to cope with.

Their findings will help other teachers to get the right emphasis into the curriculum and in examinations, and may be used as the basis of new tests, schools can use for diagnostic and careers purposes. For their observations also fall into the question of the usual practices of industrial management and suggest that factory trainers may have some unrealistic expectations.

Miss Joan Worthing is a maths teacher in Coventry. Since last Thursday morning, visiting the training sections of two engineering companies to find out exactly what sort of mathematical calculations trainees are expected to be able to do.

The first report "regards the considerable discrepancy which exists between the standards set among training officers in every factory she visited, even though some said they were getting recruits with better paper qualifications than ever before."

The main problems she identified were associated with unsuitable CSE syllabuses, "meritocratic models" on much faith in the electronic calculator and a failure in schools to inculcate quite basic mathematical skills.

Miss Worthing said some apprentices found the Mole 3 maths syllabus devised at their schools left them totally unprepared for this kind of employment. This was something schools and industry had to get together over.

While schools may have gone completely metric, industry had not and was unlikely to before the end of the century. Not only could they not afford to scrap machinery costing thousands of pounds, they were still ordering new machines calibrated in imperial measures.

Contrary to popular belief, calculations were mostly used in industry and frowned upon by training officers. Trainees were not sufficiently skilled in the basic processes of calculation or of estimation to know whether the calculator was giving them the correct answer or whether they had made some error using it.

Miss Worthing found some apprentices could not read technical drawings simply because they could not make the simple additions and subtractions of decimals and fractions required. They were not even able to do simple long division, and this meant many firms were having to spend time and money on remedial maths classes.

Miss Worthing's report details the many frequently called upon to use, and fractions, "in all forms of engineering the right angles triangle is of vital importance". So is work with areas, cylinders and circles.

These things were almost invariably taught in their own right. But industry, too, had to put its house in order, she maintained. Engineering now demanded far more of all levels than it used to. There are far fewer completely unskilled jobs and more precision was expected of even the lowest operative, especially in the aerospace work of such firms as Rolls-Royce.

At the technical level in these firms there was widespread satisfaction with apprentices taken on with CSE mathematics grades 1 or 2, but the work was far too demanding for those with lesser grades.

Many firms found they could not get enough numbers with the higher grades but this was their own fault because they offered such poor working conditions, low wages and banks where the pay conditions were considerably less favourable than in other parts of the country.

One result of these problems was that companies were not taking on as many apprentices as they had in the past. Another Coventry teacher, Chris Roderick, has been started an exercise similar to Miss Worthing's. He is looking at the aptitudes of his own pupils and trying to find out what their earliest stages are and what results will be as relevant practices as to those of the industry.

What is clear already is that tracking down the learning difficulties is not going to be enough. At stake are not only the ability to follow instructions, write accurate reports, by pertinent social language skills, but also the ability to work in a team or as a supervisor, to be able to talk to clients or customers, to be able to use a calculator or computer, to be able to use a range of subject matter. Schools must also try to meet up their sixth forms at the expense of further fall.

More scope for girls as sixth forms shrink over next ten years

By Sue Reid

Major changes in school sixth forms will be inevitable during the next decade because of the decline in the birth rate, Mrs Shirley Williams, the Education Secretary, predicted last week.

She told the Association of Colleges for Further and Higher Education in London that following a peak in sixth form rolls in 1982, when numbers were expected to reach 625,000, she added, "There will be a steady decline to 550,000 by 1990 and every year after will be likely to produce a further fall."

The average sixth form now housed 80 pupils with teaching groups of eight. But she added: "We are now moving into a period where sixth forms could really become unviable."

There would be a risk of sixth forms being unable to maintain viable teaching groups or offer a wide range of subject choices. Schools might also try to meet up their sixth forms at the expense of further fall.

It was important to face up to the difficulties that might confront the 16 to 19 age group. Consistently made up of the sixth form of a number of schools had been meeting as one way of creating viable sixth form units. Sixth form colleges had considerable support and it was argued that tertiary colleges would provide the next step towards a fully comprehensive education system, said Mrs Williams.

Discussion was now needed before moves were made, she added. But it was important that the solution agreed made the best use of resources.

The planning figure of 560,000 students on full time and sandwich higher education courses in Britain by 1981 would allow for about 10,000 extra entry places for girls.

Room for professionalism

Employers are too quick to blame young people for failing exams rather than question the competence of trainers and teachers, said Dr R. M. Johnson of the Training Services Agency.

"In my experience training is often undertaken without proper consideration of what needs to be done, in what sequence, in what order and in what end. I believe there is room for a lot more professionalism in the way trainers do their jobs, but we can only do this if we begin by putting training in context."

The way we taught should depend on the kind of learning required. But all too often this knowledge was not applied in the further education classroom, workshop or laboratory.

"We no longer afford the luxury of so much of the education without any kind of framework. The framework needed by further education in its vocational work is that needed by the training sector. It is a comprehensive manpower policy we must need."

Poised for glut of engineers

Britain is poised to produce a glut of engineers who will face unemployment or under-employment in a few years' time, Sir Dermot Christopherson, vice-chancellor of Durham University, warned the conference.

He said the number of students applying for engineering courses had risen by 37 per cent during the past two years, a trend that was, he said, echoed in polytechnics and colleges.

The number of students studying engineering would almost certainly be large enough to meet the needs of industry in three years' time when most of the generation would be in the job, he said. In the present publicity on the subject had an effect the most likely consequence was that more engineers would be produced than could be employed.

"There will be substantial unemployment or under-employment among them and the consequence of that will be another sharp reduction in the recruitment to courses and the beginning of yet another end, perhaps, still wider swing of the pendulum."

Another paper looked at the relationship between schools and industry and finds ignorance on both sides. It proposes that all schools should study industrial history, that industrial scholarships should be awarded to engineering students. Management education should be given more priority in its status enhanced by setting up a national administrative college like the *École Nationale d'Administration* in France.

The Government might look at special allowances for teachers in science and technology and grants for A level science subjects. A paper by Professor Boulton on accountability in education, the Government's planning in education. Higher education should be considered by one body, thus ending the binary system, and a bill for Continuing Education should coordinate all post-secondary education.

In brief

Baccalaureate course

A course leading to the International Baccalaureate will start at Avers Hill College of Education, London, in September. The entry qualification is a minimum of five O levels. Six subjects must be taken during the two years' full-time study. All British universities, and the Council for National Academic Awards, accept the International Baccalaureate for matriculation.

Left out of debate

The National Association of Youth Clubs has objected to being left out of the education debate. "We have been told the National Union of Students will represent students, but only 15 per cent of young people even enter higher education," says Miss Janet Evans, NAYC projects officer. "We are the largest non-uniformed youth club organization in the United Kingdom. We represent the consumers of education."

How to celebrate

Commencement Day — Monday, March 14 — will be observed in schools throughout the Commonwealth. Suggestions for activities are contained in a booklet *Common-*

wealth Day in Schools, Commonwealth Institute, Kensington High Street, London, W8, 1HP (plus postage).

New heads' association

An association of heads of SEN(S) schools in the North West is being formed. Interested heads should write to Mr K. R. Lightowler, The Spastics Centre, Flixton Road, Manchester M11 0UJ.

L.e.a. charges probe

The local government studies unit of Middlesex Polytechnic is setting up a working group to examine charges and charging policies in English local authorities' leisure, recreation and amenities services. The group is expected to report by late summer.

To vandals—£24m

Irlam High School, Salford (1,250 pupils), which was severely damaged by young vandals last month, will cost £2,250,000—plus furniture and equipment—to reestablish. Most of the damage was covered by insurance.

Schools

Mrs A. C. Davies is to be head of St Saviour's and St Olave's Grammar School, New Kent Road, London. Mr Roy Prall, head of Thomas Fairchild Junior School, London, N1, is to be head of Columbia primary school, Columbia Road, London, E2.

Polytechnics

Mr Ben Farmer, head of the School of Architecture, to a personal chair of architecture, Leicester Polytechnic. Dr Brian Allison, head of the Post-Graduate Centre within the School of Education, Leicester Polytechnic, to a personal chair of education.

People

Mr J. F. Wyatt, principal of Culliam College of Education, Abingdon, is to be first director of the West Sussex Institute of Higher Education.

Independent Television for Schools & Colleges 1977-78

Starting on Monday 19 September, ITV presents a comprehensive range of programmes for schools and colleges, from language stimulus for infants to political education for school leavers. Support publications are available for all these programmes.

- My World: tee life 4-6
Fims specially made for infants
- My World stories 4-6
Stories to stimulate children's imaginations
- Reading With Lenny 4-8
Stimulus for language experience and early reading activities
- Seeing and Doing about 6
Topics to stimulate language and creative activities
- Alive & Kicking 6-7
Health education/general interest programme
- Stop, Look, Listen 8 end over
Environmental studies/language development
- Finding Out 7-8
General interest to widen children's experience
- Figure It Out 7-9
Mathematics
- A Place to Live 8-11
The natural history of everyday surroundings
- Picture Box 8-11
A stimulus for creative work
- Over 10 You 8-12
An English miscellany
- How We Used to Live 8-12
Twentieth century social history
- Good Health 8-12
Health education: looking after your own health
- Writer's Workshop 8-12
English: material to assist creative writing
- The World Around Us about 10
General studies
- Musical Round about 10
A new music magazine series for the middle school
- Mailing Our Needs 10-13
Integrated studies: living in a community
- London — The Making of a City 10-18
The history of London from Roman to Victorian times
- Look Around 10 end over
Scientific investigation of environmental problems
- Believe It or Not (Progs 1-5) 11 and over
Different religious faiths
- It's Life with David Bellamy 11-18
The 'balance of life', designed for mixed ability groups
- It's More Life with David Bellamy 13-18
The 'science of life', designed for mixed ability groups
- French Studies 13-18
New, year-long resource for French teaching
- The English Programme 13-18
Programme throughout the year for language and literature teaching
- Starting Out 14-18
Personal relationships/careers
- Work 14-18
Geography/Careers
- Musical Scene 14-18
Informative items ranging over the whole field of music
- The Land 14-17
O level and CSE geography of Britain
- The Messengers 14-18
Film extracts for English, moral education and media studies
- Politics — What's It All About? 14-18
Political Education for the school leaver
- Believe It Or Not (Progs 6-10) 14 and over
Relevance of religious belief today
- Looking at Television 14 and over
Aims to encourage pupils to take a critical view of television
- Fenite for Life 15-18
Human biology and related topics in health education
- Experiment 'A' level
Experiments related to the 'A' level chemistry and biology syllabi
- Local Series
Additional local series are shown in certain regions. Your local ITV company can give you details.
- Publications
To ensure prompt delivery for your school's 1977/78 ITV order form reach your local ITV company by 1 June 1977.
- Further Information
For further information or additional copies of the Annual Programme please contact the Education Office of your local ITV company.

Exchange teaching—France or Germany

Direct exchange with a French or German teacher for the academic year 1977-78 or for the Autumn '77 or Spring '78 term (France only), give teachers of modern languages/European studies the advantages of new horizons and the benefits of wider experience. They enable you to take a fresh look at your own teaching ideas and enjoy all the interests of a different environment without losing the continuity of your normal appointment. You are paid full UK salary, retain incremental, pension and social security rights and qualify for the following additional allowances:

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- School year
- Grant for accompanying dependant children (school year only)
- France: £384
- £307
- £294
- £225
- Germany: £1,563, Term £512
- £1,176, Term £382+
- aged 12 end over
- aged 11 end under
- aged 12 end over
- aged 11 end under
- Personal travel expenses
- Preliminary visit allowance, including travel

Write for the full details to THE CENTRAL BUREAU FOR EDUCATIONAL VISITS AND EXCHANGES, Teacher and School Exchange Department (H4), 95/1 Regent Street, London W1A 1DF

England & Wales: 3 Grosvenor Gardens, London SW1W 0EX
Scotland: Department of Education, Rathgall House, Rathgall Road, Glasgow G6 6QW

Department of Education and Science
Further Education Department
P.O. Box 1, 11, Grosvenor Gardens, London, W1A 1DF

Profession can be too powerful, say Liberals

Public examinations should be replaced by "educational profiles of students, and arrangements for discussing unsuitable teachers should be improved, say Liberal Party advisers in briefing papers for the group debate.

These are just two of the recommendations made by the Liberal Education Advisory Panel, which spokesmen on education. The papers have been sent out to provide background information and advice for Liberales taking part in the regional conferences. They are not yet part of Liberal Party policy.

Proposals for reform are split out to one of the papers. "Great damage is done to the education of young children because unsuitable teachers are given a free licence to teach," says the author, Mr Bernard Watso.

"Improved procedures are needed with proper safeguards for the pupils, to other duties, for the placement in the job. Often this is a case of 'discharge or even inefficiency, simply of the fact that the paper also emphasizes the importance of careful selection of the teacher, the most important influence in the school, who could be there for 30 years."

Although Mr Watso says that Liberales do not want to curb the freedom of teachers, "we see dangers in too powerful a profession. A profession which controls its own activities in all respects tends to discourage the introduction of new ideas, and is not responsive to public demand; it runs the risk of putting the interests of its members before its duty to the public."

Teachers should have more representation on governing bodies, a bigger say in their pay, and control of their own pay. "Good teachers should be rewarded with more money, and local authority advisers should be on limited contracts and only inspect schools outside their own boundaries."

In a paper on monitoring standards, the advisers say that the present system is failing because people are "involved in a mad race to get their children into a better school. Examinations are a blunt instrument for measuring achievement."

The needs of students, parents and teachers would be served by an educational profile compiled

1230

Immigrant teaching -UK may relent

The United Kingdom was likely to withdraw its objection to a European Commission directive that migrant workers' children should be taught their own language, Mr Patrick Dunn of the EEC's education division, said on Saturday.

Speaking at a conference organized by the EEC's migrant workers' forum in London, he said he was confident the commission's directive would soon be approved by all nine member states. The United Kingdom and West Germany were opposing it, but the United Kingdom appeared likely to change its mind.

Two weeks ago the commission issued a revised directive, dropping a plan to instruct teachers in instruct children of migrant workers in their mother tongues. The original draft aroused considerable criticism within the United Kingdom.

The existing programme was being improved. The IBC was also planning series on spelling and numeracy. In reply to Miss Janet Pook, the chairman, Mr Jamison said it was increasingly conscious of the need to bridge the gap between schools and industry.

There was no specific audience for the schools programme, but the very large number of letters from parents and other individuals. Sir John Ridd, MP, objected that letters did not necessarily reflect public opinion. They would be inspired by groups such as religious organizations. Mr Geoffrey Hall, head of BBC Television's school broadcasting, said it was service first to serve the education.

The Independent Broadcasting Authority representatives said they were aware of the need for

Schools broadcasting could be better used, MPs are told Teachers on wrong wavelength

Teachers were not using schools programmes as well as they might, a House of Commons sub-committee was told this week.

Programmes were a cheap resource for schools and a good way of supplementing the curriculum, Mr Alan Jamison, senior education officer of the School Broadcasting Council, said in evidence to the Education sub-committee of the House of Commons Expenditure Committee on Monday. But they were not used effectively.

The BBC was also disappointed that teacher training colleges made so little use of its service. "We are hard pressed to find colleges that use educational television as part of pre-service training."

The corporation was reviewing its religious education programmes in the light of a demand for more RE programmes in schools. Research was now being done into the way

more education about the service. They were planning a conference on the subject in the autumn. They had also produced a series of programmes about the IBC. The IBA did not have an advisory network as the representative of the National Association of Schoolmasters-Union of Women Educationalists.

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Low to handle disruptives

For teachers worried about the effects of disruptive pupils on their health and safety has been recommended by the National Association of Schoolmasters-Union of Women Educationalists.

A pamphlet on the Health and Safety at Work Act this week has said that when faced with disruptive children or potentially disruptive pupils, teachers should consider carefully the degree of risk. If it is unacceptable, he should refer the matter to the appropriate person or other responsible person for the nature of the problem.

Teachers' union joins battle with NUT. The National Union of Teachers this week launched an action with a counter motion. The teachers' union has not yet taken any action with NUT.



Children from Hamilton Lodge School for the Profoundly Deaf, Brighton, at the Mermaid Theatre, London, this week with Sir Bernard Miles, who is helping to raise money for new buildings for them.

Watch out for the gifted, Devon staff are told

Part-time classes and activities for exceptionally gifted children should be set up in a number of schools and colleges throughout Devon, according to a draft report from a Devon county council working party on gifted children.

The staffing of these should be a "matter of concern for the authority", it says. The working party was set up last summer under the chairmanship of Mr Joslyn Owen, chief education officer, and included L.E.O. staff and teachers. Other recommendations include making "deliberate efforts" to give young and inexperienced teachers confidence in identifying special gifts.

Anti-cuts campaign stepped up

Teachers in Stockport, Lancashire, are distributing leaflets to parents in their campaign against opening cuts and over-sized classes. The leaflet compares two Stockport primary schools having classes of more than 35 children with a neighbouring school run by Manchester where none of the classes is over-sized.

Teachers take big share of Churchill awards

A spokesman for the awarding body said that this year's Churchill Fellowship awards had been shared by 11 categories - which are the most ever. The awards are given to individuals in education and teaching in recognition of their services to their country.

The winners for educational or other projects include: Michael A. L. Bower, head, High School, Wolverhampton (management and teaching in North America); Susan C. Chappell, organizational officer, London Education Authority (education of children); and a publicity officer, (education campaign); Det Ch Insp P. J. Cross, West Midlands Police (prevention of vandalism); Sgt Michael Wharfedale Police (causes of vandalism); and Sgt John L. Cuthbert, deputy head, King VI School, Morpeth (Sweden Commission proposals for comprehensive schools); Beryl J. Davies,

Ulster colleges must keep intake below 1,000

The number of Northern Ireland students entering teacher education courses next September will not exceed 1,000, compared with 1,373 in September, 1976, and a record 1,912 two years earlier.

The Northern Ireland Advisory Committee on the Supply and Training of Teachers has recommended the 1,000 figure to Lord Melchett, Minister of State. But it may be even lower because a Department of Education official told the advisory committee that 900 was the "absolute minimum" which the Department was prepared to approve.

The highest slice will come out of "free trade" - students entering courses in Great Britain, of whom there were 575 in 1974 and 236 last year. This year grants are likely to be given to such students only if the course is not available in Northern Ireland or for compelling personal reasons. Altogether these are not expected to exceed 10 places.

The advisory committee has recommended that the remaining places should be allocated as follows: Stranmillis, 317; St Mary's and St Joseph's, 137 each; Queen's University, 110; New University of Ulster, 144; Ulster College, 22; and Derry Technical College, 13. It is expected, however, that the Northern Ireland Department of Education will alter these figures following representations from the colleges.

Members of the committee who supported the figure of 1,000 argued that it would not threaten the viability of the colleges since most of the reduction would affect English colleges. The intake to the three general teacher education colleges in Northern Ireland, for example, will fall from 637 last year to 591 this September.

The Department of Education in Northern Ireland has commissioned a study of pupil absenteeism because of "growing concern about persistent unjustified absence from school". The study, which will be conducted by the statistics and economic unit of the Department of Finance, will identify children who have been absent for 25 per cent of the days during spring term.

Welcoming the decision, the National Association of Schoolmasters/Union of Women Teachers said that a difference between Northern Ireland and Britain is that while grants on the mainland were likely to be used for 25 per cent of the days during spring term, in Northern Ireland it is open to manipulation by paramilitary groups and, as such, is particularly vulnerable.



ENGLISH LIBERATION FRONT

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Room for more women at top of FE, says college head

More women should become involved in the management of further education colleges, because there were simply not enough effective male managers to go round, Mr David Moore, principal of Nelson and Colne College, Lancashire, said this week.

Addressing a conference at Cornbrook Lodge further education staff college, he called for more research into the position of women managers in further education and for the establishment of a staff development service.

"We need a career brokerage unit which would offer career guidance for middle level women staff. Many women have knots in their career histories which prevent them from getting management positions."

Women managers could be seconded as persons of confidence to college principals, attend conferences, and have short attachments to education offices. These would all help women overcome the

disadvantage of an illogical career history when applying for a job. Miss Kay Tobin, HMI, who has particular responsibility for women and girls in higher and further education, said: "We have to take positive action in counteracting existing attitudes of girls and their peers, particularly their boyfriends, whom research has shown are more influential than parents, in order to achieve equality of opportunity. But we must take care how we do it and constantly ask ourselves at what stage does pressure for discrimination in favour of women in FE become counter-productive?"

"We certainly need it in the present, for men have a headstart in FE which has roots in the old male-dominated Mechanics Institutes. But even now, people ask me why there is a need for a staff inspector to have women in FE as part of her responsibilities. Women certainly need to catch up, but if my successor does not work himself or herself out of this aspect of the role, we will have failed." - THIS.

The eyes have it



The traditional curriculum of the school is a small boy with a clever mind and a very large pair of glasses—may be founded on fact, according to a new survey which links short sightedness and intelligence. The survey was undertaken by a team from the National Children's Bureau, and published in the British Medical Journal. The researchers looked at more than 11,000 children, and isolated 403—or 3.8 per cent—as being short sighted in both eyes (having presbyopia). Of these 189 were boys and 214 girls.

They found that short sightedness was more common in boys than in girls, but they did find that short sightedness was more common in children from non-manual (rather than manual) families, in children from small families, and in children of higher birth order. At seven the short sighted children tended to be about six months ahead of their peers on tests of arithmetic and reading. At the age of 11 the same group showed "striking advantages" in educational performance. The authors calculated that, taking other factors into account, they tended to be 1.6 years ahead in reading com-

prehension, 1.3 years ahead on general ability, and one year ahead on arithmetic. But the report does point out that water in the eye is not a "sweat" stereotype—that is that children in glasses "slum" through games. Although twice as many short sighted children indicated that they "often" read books in their spare time as many short sighted children, the report said that they "often" played outdoor games in their spare time.

The authors say there is a strong genetic basis for short sight. The researcher has already suggested that the myopic gene has a stimulating effect on the brain, but the authors of this report suggest that the parental interest may be an important determinant of the achievement of the short sighted child. "If cause these two views are not mutually exclusive", they say, "the most practical issue is the environmental influences. It is possible that families with a history of myopia encourage their work, and that their attitudes to education and employment are influenced over generations."

Theatre troupe in pay row

A theatre company which tours plays round schools in Scotland and Lancashire is the subject of a complaint to Equity, the actors' union. The company, Vaughan-Hay Productions, has three touring companies which are at present performing *Hansel and Gretel*.

Equity became involved with the troupe this year when it was learnt that one group of four actors had been sacked after a dispute over pay. Mr John Hay, a partner in the troupe with Mr Kenneth Vaughan, said this week that the actors had been sacked "on the spot" because they refused to perform. Mr Hay, a former professional magician, said they had disappointed the school.

He had a meeting with Equity and Equity and ourselves came to an understanding. The only outstanding point was the payment of a touring allowance and the number of performances we could do during the day. A spokesman for Equity said the dispute would be referred to the Theatre Guild arbitration panel.

Pupils union joins battle with NUT

The National Union of Teachers this week launched an action with a counter motion. The teachers' union has not yet taken any action with NUT.

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Textured vegetable protein was included in school meals in Kent for the first time last week. By going 30 per cent up with 70 per cent minced meat on one day each week, the county council expects to save about £30,000 in 1977-78.

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West Germany

Lottery may choose students

by David Dugworth

Last month's ruling by the Federal Constitutional Court in Karlsruhe on the allocation of university places is comparable in importance to its famous pronouncement of 1972 on the legality of the numerous changes. But whereas the latter upheld the existing practice of restricting student numbers, to prevent chaotic overcrowding in the most popular subjects, the present judgment establishes the methods of selection to be used in future years.

In the 133-page document the court accepts without reservation the admissions system based on Lander quotas outlined in the Framework Law for Institutions of Higher Education. From the winter term of 1977 onwards the places available in numerous chosen subjects will be shared out among the federal states. Two-thirds of them will be allotted according to each state's proportion of the total number of 18- to 21-year-olds in any year and one-third according to its proportion of the people who apply for admission that year.

The new arrangement will replace the present inter-state treaty on the allocation of university places under which the sole entry criteria are the applicants' average marks in the Abitur examination, adjusted according to the bonus/malus procedure and the length of

time which has elapsed since his first application.
This has been criticized for its numerous anomalies and because it effectively prevents all but the very best candidates from studying a "hard core" of numerous chosen subjects such as history, medicine, philosophy, psychology or veterinary surgery. The court feels the limit of what is constitutionally acceptable.

In future each Land will allocate the places it has at its disposal by means of a modified lottery system, weighted in such a way that applicants with the highest Abitur marks will be most likely to gain admission. The Constitutional Court's intention is to ensure that every candidate has some real chance of obtaining a place.

The judges acknowledge that since possession of the Abitur is the passport to higher education in the Federal Republic any restrictions on university entrance conflict with a citizen's constitutional rights to a free choice of his subject and place of study. Their main concern is that where selection is made necessary by the numbers of students involved the underlying criteria should be "objective, practical and fair to the individual".

To alleviate some of the injustices caused by numerous changes in higher education, the court offers the ministers of places which they allow. Various independent legal actions brought by many institutions have failed so far in the past.

In addition the court quotes "in support of the present solution" the fact that the campaign last year agreed to by West German university rectors is called for its speedy ratification by the authorities in many places.

Admission by lottery as an interim measure until the introduction of "special selection procedures" in the Framework Law by the Bundestag will be predicted by the court. A particular subject, by the result of a random selection, will be chosen for a particular subject. This is a universal test, not now being used using 2,000 would-be students as guides. The Federal Education Minister is expected to decide on the form in June.

France

Major union rebuff to Haby reforms

from Mark Webster

The biggest teachers' union, the 315,000-strong *Syndicat des Instituteurs* (SNI), has launched the most serious threat so far to the reforms of Al René Haby, the Education Minister. The union, which includes all primary and junior school teachers, has said it may ask its members to sabotage the working of the reforms if there are not major changes.

For his part, M Haby has told the union that the pedagogic impact of the reforms is not the business of a union. It should concentrate on the working conditions of its members.

"The union is in a strong position to carry out its threat because it holds a virtual monopoly of the teachers who will be responsible for the first stage of the reforms when they come into operation in September.

The union says it is concerned about a provision in the reforms which would allow bright children to enter school at five. At present the normal starting age is six. Whether a child left the *maternelle* at five or six would depend on a report compiled by the teacher and the opinion of the parents or the family doctor.

It is this report which the SNI members could refuse to compile. M Haby has countered that it has always been possible for a child to shorten the preparatory class in the elementary school by one year when the child is obviously capable. He says that at present there are 60,000 children who are one year ahead of their contemporaries.

The other point of the reform in which the union has given a fresh flood of publicity to the SNI's own plan for education which was first published in 1973 but has since been buried under a weight of alternative blueprints, including one from the *Fédération d'Education Nationale*, which groups most of the country's teaching unions.

The SNI plan covers schooling from the *maternelle* to the school minimum leaving age of 16. It proposes the unification of *maternelles* and primary schools and different levels of ability in new classes. It suggests that one teacher should cover all subjects in primary school.

Holland

Classes to be smaller from August

from Lynn George

AMSTERDAM
Average junior class sizes of 33 are to drop in August to 31, one year earlier than originally planned. The move, announced during the budget debate, should create about 1,200 extra jobs.

During the debate, Dr. Jan van Kenyon, Education Minister, told Parliament that last December 5,832 primary teachers were unemployed — 12 per cent of the total primary school teaching force. If admission trends in teacher training colleges remain unchanged this year 50 per cent of students graduating in 1980 will have difficulty in finding jobs, according to the Minister.

The budget makes available an extra 20m guilders (about £5m) to be reallocated among different types of school. Among these, general secondary and lower vocational schools collect 12m guilders, and 2.4m guilders extra respectively towards running costs. Special education gets 3m guilders extra towards schools for the hard of hearing.

A further 3.5m guilders to meet rising prices goes to the infant sector. This was rechannelled from the Institute for Curricular Development and the newly installed Educational Planning Bureau, which had to forego 1.8m guilders and 4m guilders respectively from their budgets.

As in previous years, this last budget of the present government (there is to be a general election in May) is aimed at promoting more equal educational opportunities for the many. Thus projects such as improving educational provision for young workers and the proposed Open School, due to start in the autumn, have financial priority (21.1m guilders and 3m guilders respectively allocated).

Primary education has 24 per cent, secondary education 27 per cent and tertiary education 35 per cent of the educational budget, which is up by 7.5 per cent on last year.

United States

Top court to rule on 'anti-white bias'

from Michael Binyon

WASHINGTON
The United States Supreme Court has decided it will hear the appeal by the University of California against a ruling that banned the university's special admissions programme for minority students at the Davis medical school. The case is thus set for a decision of major importance on the future of "affirmative action" and the question of reverse discrimination.

The university's appeal to the Supreme Court was itself controversial, with more than a dozen civil rights organizations urging the university to accept the California court's ban.

They fear that a conservative Supreme Court will rule against such programmes, and this would affect almost every college and university in the country.

In California there were rallies and demonstrations on several campuses over the "Bakke case" (named after Allan Bakke, the white student whose rejection by the Davis campus led to the original court hearing). A number of civil rights groups maintained that the university secretly encouraged Mr Bakke to take out the suit case ruling.

The Supreme Court is known to be eager to give a ruling. In a



Medical studies, not whites being discriminated against.

previous similar case brought by African Americans no ruling was given as DeFunis himself was admitted to the University of Washington law school after having begun practice.

The court is not expected to give its written judgment on the Bakke case before October, when its new term begins. Meanwhile, the University of California has 45 days to prepare its brief and Mr Bakke has 30 days to respond. Hundreds of other interested parties are also preparing their testimonies.

Mr Bakke argues that he was unfairly discriminated against because his entry qualifications were better than those of some black students who were admitted under "positive discrimination" procedures.

Republic of Ireland

Dublin stops rural closures

from our correspondent

Mr Peter Barry, Minister for Education, is calling a halt to the "forehanded" closing of small and two-teacher primary schools throughout the country.

About 1,000 such schools have been closed in the past 10 years, but about 10 per cent of the current 3,500 primary schools will still come into this category. Most of them are situated in rural areas, but there are also a number of urban schools which have been kept open as a government policy.

The closures of the past have usually taken place in quietness: the rural schools in which only strong local parents were well represented. Some cases, however, attracted national publicity, notably Gaeltacht or Irish-speaking areas where the shutting of small schools was a real threat to cultural and community life.

The Irish National Teachers' Union (INTU), which has been active since a bitter internal division after a bitter internal division when the policy was inaugurated, has expressed its pleasure at the decision, as has the Gaeltacht Council. The demand for facilities for the remaining schools for the remaining children by the school managers by the child care authorities is being met. The Department of Education may be forced to change its policy.

The homes were formerly as industrial schools and as such were run by religious orders who had to care for their children who had been in court and who had been in care.

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TRAVEL

Schools' key role in sex

Teachers are the single most important source of information on sex matters, according to a major survey of 14-year-old Danish pupils. Most boys (55 per cent) named teachers, while girls placed mothers first (43 per cent) and teachers second (32 per cent). Considerably fewer boys relied on mothers and only one in 20 of both sexes named fathers.

The survey, by the Psychology Institute at Aarhus University, found youngsters to be precocious in their behaviour but traditional in their attitudes. Of those questioned 16 per cent of boys and 13 per cent of girls had had sexual intercourse. Yet three-quarters of boys and 81 per cent of girls wanted a church wedding.

In neighbouring Sweden, the tide towards sexual permissiveness appears to have turned. Proposals by an eight-member government commission (seven men and one woman) to lower the age of consent one year to 14 presented to the previous Social Democratic government last spring, have been shelved by Mr Sven Rommus, the new Justice Minister.

The commission set up in 1971 in the wake of the "Free Love Movement", also suggested omitting any moral element from future laws on sex, lowering the age of consent for homosexuals from 18 to 14 and liberalising laws on prostitution, obscenity and incest.

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Fancy footwork—11-year-olds practise their skills.

Scholarships for footballers

by Stanley Levenson

Young footballers will be sitting an exam at Birmingham University later this month in the hope of becoming the first students from Britain to gain soccer scholarships to Cleveland State University, Ohio.

The American university is looking for three promising young footballers with brains who will take up degree courses of three to four years and represent it at the game in exchange for scholarships worth up to £4,000.

It wants people with five or six O levels and good school reports who can also demonstrate playing ability. The successful applicants will have a choice of 60 courses at six colleges at the university.

If successful at the exam, they will have to pass a football test. This will be set by Mr Peter Law-

renson, Football Association coach, who has been responsible for bringing this chance to British students.

Final selection will be made by Mr Klaus de Lier, a non-playing coach from Holland, who is in charge of soccer and tennis coaching at the university.

Mr Lawrenson works part-time for the Wolverhampton Education Authority and organizes the Wolverhampton area under-18s soccer league. He also coaches the youngsters and selects them to play as a representative side in the Stafford and Birmingham County competition.

"The sporting complex at Cleveland State is better than anything you will see anywhere in this country," he said this week.

"Apart from the footballing side, the young men who take up the offer will have the use of an Olympic standard swimming pool, an

athletics track and every conceivable sporting facility."

He received about 100 applications for the scholarships, whittled them down to 20 and interviewed them. Names will be announced next week.

So far, Cleveland has been offering similar scholarships to students from the Caribbean, the East and Bermuda. "I think it is a welcome opportunity for British students," said Mr Lawrenson.

Mr Lawrenson travels to each summer and conducts intensive coaching camps for American schoolboys. During his last year he was asked to visit the United States to search for suitable candidates in Britain. Soccer, he is gaining in popularity in the United States, particularly among youngsters.

Being prepared

To stimulate thinking and discussion about the world of work, Malcolm Gooch, a careers head at a large London comprehensive, gave this document to students in the upper school



There are several ways of looking at work in this country. You can see it just as a way for providing you with a job so you can do the things you want to do, and when it breaks down at some time in some place you can moan about the unfairness of it all, and blame whoever seems the most convenient person at the time: the bosses, the unions, the blacks, etc. Or you could look at it a little more carefully, see how it is organized—think about how that organization affects you and other workers.

Is, for example, most work organized in the best interests of the workers, or is it organized with something else in mind? Through knowledge and understanding workers can control over their working life: not just be the victims of employers, unions, politicians, but learn to use those groups to further their own ends and improve the sort of life they and their families lead.

Nothing can be looked at on its own. Your job, however small and unimportant it may seem, is part of a large pattern of employment and industrial organization which in the end relates to how rich or poor the country is. And that, in turn, decides how rich or poor you and your family are going to be. We have a democratic system of government that operates from Parliament down through local councils and out through unions and other kinds of organizations. You have so important part to play in all this.

Join your union, join your local political party (whichever one you support). Do not avoid "political" programmes on the television or radio. Do not skip the political bits in the newspapers. Read them, find out for yourself. Think for yourself.

All of this is a background which may lead you to a fuller understanding of work and the organization of working life. It can only be in your interest to have that understanding.

So you are nearly 16 and school, which you may love or hate, is coming to an end. Your working life is about to begin and it is going to last for at least 44 years or possibly longer. That is a long time and worth thinking about for a while.

You may not have had a same job for all of that time. You probably would not want to do the same thing for so long, but it is worth bearing in mind that how you start off in work, the experience you have, the things you learn, could affect what happens to you later.

A person who keeps changing jobs is going to find it more difficult at each change to find new employment. The reason for that is quite simple. No one wants to risk employing a person who is going to move on very quickly. It takes time to train people for most jobs, and it costs the employer money. Why should he spend that money only to lose the worker?

So you have been trained as an electrician. You have completed an apprenticeship and spent five years as a trained craftsman working for the London Electricity Board. Through no fault of your own you find yourself redundant. What do you do? The only thing you really know about, in the work situation, is being an electrician. You look around for another job that will use your skills, but there are no vacancies in your area and very few elsewhere. Now what do you do?

You could go on the dole (claim unemployment benefit) or look for another job—another kind of job that is not one you have no training. You cannot become an apprentice again because you are too old. You could go to evening

classes and study, but in the meantime you would have to take any job that you liked or was available until you managed to retrain, and that would take years.

There are government retraining schemes and you could try for one of those; but you could be unlucky. So, short of hunting all over the country for an electrician's job, and even possibly going abroad, all quite complicated if you are involved with children at school, you will have to take, if you can find one, another job, perhaps with less money and with luck, some new training.

How can you avoid getting caught in this kind of work trap? The short answer is, you cannot. Industry is organized in such a way that production and profits come before full employment in order of importance. This is not a political remark but a description of what happens. It is generally true to say that when factories become unprofitable, start losing money, they are run down or closed. This often happens even though the result means hardship and high unemployment for certain areas.

If your employers find your factory unprofitable then your job is in danger. The trade union can sometimes help, but in this sort of situation usually it is the worker who loses out.

The longer answer as to how you can avoid the worst aspect of redundancy is to do with your schooling. Summate with a broad education and some CSIs or O levels in different kinds of subjects can show, to a new employer, that he or she might well be able to cope with different kinds of work from the one they have been doing. That is no guarantee of always finding a new job or training scheme, but it could give you a start over some other applicants.

What happens though if you are one of the other applicants? Not everyone is able, or has had the opportunity to take examinations. This does not mean that your right to work is less than anyone else's, nor that you are incapable of becoming a skilled and competent worker.

Off hand, I can't think of a further education course for gladiators.



PE staffs 'at their wits end'

Physical education teachers trying to improve soccer standards were "at their wits' end" because of lack of parental support and enthusiasm, according to a teacher who is to be Coventry's next Lord Mayor.

Saturday morning fixtures at schools were "dwindling and dwindling" because boys were more interested in earning money through paper rounds and other work than playing soccer, Mr Harry Richards told Coventry Education Committee.

Mr Richards, who teaches at Nicholas Chamberlaine Comprehensive, in Bedworth near by, made the comments after a Labour colleague, Mr Jeff White, had implied criticism of schools for not doing enough to ensure the future well-being of English football.

Mr White said he was disgusted when he watched the recent defeat of England by Holland at Wembley. "I feel that if we don't make a start now, we shall never get football out of this awful rut. As a parent I don't enjoy the lickings we have to take."

He suggested that television com-

panies should be approached for the loan of films to show pupils how other countries played the game.

Mr Richards accused Mr White of ignorance and said: "There are coaching films available and teachers have only to ask the Football Association, the Rugby Union and other sports bodies for them. It is not lack of coaching the boys are labouring under; it is lack of parental support and enthusiasm."

"If you try to get a football team to play on a Saturday, parents couldn't care less and physical education masters and mistresses are at their wits' end."

Mr Robert Aitken, director of education, told the committee that Britain's sports reputation was not the entire responsibility of schools and teachers. But he assured members that he would investigate to see if information films were being used as well as they could in the schools.

One school which did more than talk was Ullathorne School, Coventry. They were so stung by the England defeat that they organized a day's coaching session under Mr Roy Evans, chief coach to the Cov-

entry Schools Football Association and manager of the association's under-14 team.

He showed a videotape recording of the international game after which players and coaches analysed the skills and tactics of the Dutch.

This was in addition to skills, training, teamwork and fitness exercises. Mr Ray Fox, the association's secretary, who teaches woodcraft and metalwork at Whitley Abbey School, said: "Our association are not sitting back and accepting the situation lightly, nor have they any previous occasions."

The FA had produced coaching films, but those that had reached Coventry during the past few years were either out of date or badly preserved.

"Soccer in Coventry schools is of a very high standard, particularly when all its facets are considered. Certainly it needs as much support as it can get from the FA and the Football League and any other influential body, but the skill and sincerity of physical education teachers, football clubs, referees and soccer administrators should give considerable heart to Mr White and his friends."

Oakham school to tour Japan

Oakham School, the coeducational independent establishment in Rutland, is planning to send a rugby team on a tour of Japan in December.

Mr Murray Watson, Oakham's development manager who is arranging the tour, says the school chose Japan because "no individual school's team has been there before and we wanted to be a bit more ambitious". It would be a fine experience playing in one of the emerging rugby nations.

Oakham has had a number of Japanese boys and girls as boarders, so there are links in encouraging them to go so far afield.

The enterprise will cost many thousands of pounds, which the school will have to raise, said Mr Watson. But the rugby-playing boys will themselves have to pay a large part of their own expenses. One way will be by taking holiday jobs, which Mr Watson will try to find for them. There will also

be a full range of facilities—car cleaning, jukebox, special T-shirts, discos, etc. A sponsored run to Towcester, Easter the boys will run 100 miles each stage, passing a rugby to and fro.

"The girls say it is a special idea," says Mr Watson. "They will help with the fundraising." One of their projects will be to run guided tours around the school and district during the days.

Oakham has a strong rugby tradition. Several old boys, such as Mr Jacob, later became England internationalists. Ten of the present team have won county and nation honours. Brian Gray is full-back of the English schools under-16 team.

Mr J. D. Buchanan, the headmaster, says: "This enterprise will stimulate increased support for the game in Japan and contribute to the good will between our rugby nations."

Lone survivor

Stephen Foster, of Hewett Comprehensive School, Norwich, is the only member of last season's English schools under-15 football team in this year's squad which begins its defence of the Victory Shield with a match against Northern Ireland schools at Blackpool's Broomfield Road ground tomorrow.

England won the equivalent game in 1976 by 5-0. More than 2,000 teams were entered for the five-a-side championship organized by the National Association of Boys' Clubs with sponsorship from Ocean. The most successful will compete in five regional finals and the championship final will be contested at the Sobell Centre, London, on May 14.

Easy winners

England were easy winners of the Federation's fencing championships at the de Beaumont Centre in London at the weekend, 12 of the 29 universities competing had finalists and all four individual championships produced new winners.

The two defending foil holders, Susan Wrigglesworth (London) and Paul Wedge (Manchester), were knocked down to third and fourth places respectively, but the outstanding change was in the epee, established dualists, including London's Stevenson and Mallett,

A record?

Allison Hensley, a 15-year-old Warwickshire schoolgirl, must have set some kind of record when she represented the county at two different games against Derbyshire on the same day.

In the morning she captained Warwickshire's hockey team at Leamington; in the afternoon she played netball at Bedworth. Both her teams won.

Allison attends St Joseph's Convent School, Kenilworth, and is the daughter of Mrs J. Hensley, head of Stoke Lodge School, Coventry. She wants to be a PE teacher.

Diplomas

David Wilkie, the Olympic swimming gold medalist, is to present diplomas and badges to more than 100 boys and girls who are attending courses in gymnastics, hockey, badminton and table tennis at the famous School of Sports, Wolverhampton.

The school is organized by West Midlands Sports Council in cooperation with local authorities at Wolverhampton, Dudley, Sandwell and Walsall.



Fisherman: Nick Holloway, aged 13, from East Finchley, with his 18lb catch of roach from Sundridge Trout Lake, in Kent.

Cricketers look for pitches

The English Schools' Cricket Association hopes that during 1977 it will have solved the biggest problem of the game at school level—the shortage of suitable pitches.

Although there has been a big pension in cricket competition, there still remains that long-standing problem for many schools left either no pitch or a totally unsatisfactory one.

Mr J. Cooper, the secretary of ESCA, says that a working party has been looking at all sorts of artificial surfaces. During Easter and the summer the experts will be looking at various types of synthetic pitches in the Midlands.

After that they will prepare a number of recommendations to schools and L.E.A.s in September. Although there is cooperation with the National Cricket Association, Mr Cooper says that the ESCA does not see the same as the NCA means for senior clubs.

Whoever possible cricket should be played on grass, he agreed.

New faces at top in BUSEF fencing

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The two defending foil holders, Susan Wrigglesworth (London) and Paul Wedge (Manchester), were knocked down to third and fourth places respectively, but the outstanding change was in the epee, established dualists, including London's Stevenson and Mallett,

were eclipsed by Livingston (Liverpool) and Farnsworth (Edinburgh), who tied top. In winning the title, Livingston's first victory.

One favourite, Mark Sible (Cambridge) fulfilled the form that has made him Britain's top sabreur in the under-20 age group. He made a clean sweep in Sunday's sabre. This year's national under-18 and under-16 were fought at St Paul's School between the survivors from

the Great Britain regional championships.

Squad East—England won the under-16 through James Browde, who was undefeated. The Under-18 was won for East Scotland by Donnie McKenzie.

The winners in the girls' public schools three age groups championship, held at Channing School, Ware, were: Under-16, Julie Verna (St Paul's); Under-18, Doreen Taylor (Ludlow Hall, Oxford);

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Belgium bans young cyclists from British international

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Public facts and private feelings

Chris Woodhead argues that it is not just the teachers of arts subjects who should be concerned with their pupils' emotional development

Just as education itself has become a scapegoat for economic ills, so within education the arts subjects are having to bear the main brunt of the utilitarian attack. What matters is what contributes to the national good in terms of increased output, and anything not susceptible to objective measurement is not worth the funding.

To what ultimate end clearly is not the question. An ethos of competitive materialism demands not idealistic thinking about human betterment, but a more efficient concentration on what schools can do for the gross national product. Small joy, then, for those teachers of music, drama, art and English who insist on the personal and expressive impulse of art.

How do you justify a concern for private feeling in a world of public fact, when self-realization obstinately resists statistical evaluation? How, under pressure from pupils, parents and colleagues,

do you justify it to yourself, when the belief that children develop in some important ways as human beings through the exercise of their own creativity still lacks full psychological or philosophical support?

Publicly exhibiting the talents of your star performers is the normal gambit, but while it is nice for everyone to be congratulatory, such displays of artistic excellence are peripheral both to the real work that is done day by day in arts lessons and to the real academic concerns of the school. The clapping dies away, and the arts remain more or less useful as window dressing. No more.

The economic recession might explain the present hardening of attitudes, the backlash against anything savouring of a progressive ideology. But the real reasons are more fundamental. Consider this sentence from the most important book on arts teaching published in recent years, Robert Wilkin's *The Intelligence of Feeling*: "If the price of finding oneself in the world is that of losing the

world in oneself, then the price is more than anyone can afford."

Phrased here in terms of a tactful hypothesis, Wilkin's own sense of an unavoidable confrontation becomes more explicit as his book develops: arts subjects attempt to explore the inner world of private feeling, where the curriculum as a whole encourages the successful manipulation of public fact.

In so far as the examination system, with its insistence on the repetition of memorized material, has cast its shadow over arts teaching, this is not a clear-cut distinction. O level English literature demands little more in the way of personal involvement than O level physics.

But whatever the realities of classroom practice, the ideological confrontation remains. "Finding oneself in the world" is best means learning to use some of the skills and techniques of inquiry that underlie different forms of knowledge; at worst it amounts to no more than achieving enough examination results to gain access to the required job.

If children view knowledge merely as power (and it is my impression that this is increasingly the case) then the confrontation is particularly acute. For where the goals of effective education, woolly and imprecise as they may be, all lay emphasis on developing insight into the makeup of one's own personality, on identity built upon examination results and the goods they will buy is something completely exterior to the self.

Everyone wants the goods: you, me, the children we teach. Who can blame children for thinking in terms of material tickets, when they live in a society so sold on the idea that the ability to do a job depends on academic success that several CSAs are needed to be a minor mechanic? We would clearly be failing

the children we teach if we did not try to achieve what purchases they can.

Equally, we fail them if we recognize that all intellectual development depends upon the healthy emotional life and, more generally, it is precisely our denial of what is alienated by the majority to be deviant. In the present climate of this is responsibility that descends.

Consider, to start with, the way schools have to project a concern for pupils' feelings out of the curriculum or, worse, out of the organization altogether into the system. This eagerness to placate a plethora of postural structures, refusing to admit that feeling is in all learning, must be one of the ironies of secondary education.

All learning: it is not just the teacher who is concerned with development. What children learn depends, as much as it does on drama, upon how they learn, the quality of relationships within the classroom. Scientific truth itself depends upon the exercise of creative imagination.

Why, then, the present polarized attitudes? Neither the Black Paper on the intellectual rigour of a child, nor the caring philosophy of child-centred inquiry, recognizes the development are linked. The fact there is an emphasis on the expression of feeling in arts subjects does not, for instance, a laissez-faire acceptation

A tightly knit group

"The virtues of secondary moderns have gone unsung" claims the head of a Bolton Catholic school. Lucy Hodges reports

Secondary moderns are not noted for their academic standards. In fact, they are not noted for anything much. Populated by 11-plus rejects, and offering a heavy dose of things technical, they are stuck with the label of second class schools. It was novel, therefore, to find the head of St Joseph's School, Horwich, a Roman Catholic, coeducational secondary modern in Bolton, proclaim his school's virtues as it prepares to go non-preparatory.

Yet there are plenty of teachers whose idealism continues to produce remarkable results. Merely to claim the Festival of Light in their wilder moments is unlikely to produce any significant change in the quality and relevance of the work that goes on in schools.

Neither is Mr Callaghan's Ruskin College speech, if it simply perpetuates the stale, polemical struggle. It could, however, initiate new analysis of the successful arts teaching that is going on, and new thought about how the goals of effective education relate to the needs of society as a whole. We might then have a great debate worthy of its name.

It would be easy to swoop early and inarticulate fumbblings after the right word with premature intervention. This is as true of physics as it is of poetry: all successful learning depends upon the exercise of fact and the establishment of trust.

This, of course, is as easy to say as it is difficult to achieve. The practical realities of working in this area need admitting. As teachers, we all know what it is like to be faced for the fifth time in a week by an indifferent or actively hostile CSE group. Such experiences make any talk of self-realization sound no more than empty noise: the pious mouthings of the theorist who has forgotten what it is like, period after period, to have your carefully thought out material flung back at you.

Really, both in terms of the pressure society puts on children to resist content in their prescribed roles as consumer puppets, and in terms of children's expectations of how a lesson should deal in the apparently closed certainties of objective fact, conspires against any efforts the arts teacher might make to encourage a fully human response to experience.

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Eric Hester suggests that the discipline and closeness come just as much from the tightly knit communities of the area. In the bottom class only one child out of 32 had not been born in the immediate neighbourhood. Everybody knows everybody else and the head, who himself comes from Horwich, was at school with many of the children's parents.

It is a mostly all white, homogeneous society. "New-fangled ideas" are treated with suspicion, and the primary schools tend to be more traditional than their Southern equivalents. Industry, mainly in the shape of light engineering, is right on the doorstep, and many children will consciously aim for apprenticeships while still at school. Job expectations are lower than in the South, but the school could not be accused of neglecting the country's needs.

Eric Hester says: "Of the two main points of the Prime Minister's Ruskin College speech—basic standards and relations with industry—Bolton has no need to feel guilty. People here have not neglected basics, or followed fashionable trends, and our pupils value jobs in industry."

This attitude is not just explained by Northern grit, but also by the fact that St Joseph's is a secondary modern. On this subject Eric Hester has plenty to say. "People often assume that it's only the grammar schools that have anything worth saying, with the implication that there is nothing at all to salvage from the secondary modern. The virtues of secondary moderns have gone unsung."

In his view, they can offer a better base on which to build a comprehensive than grammar schools. With their small catchment areas, they were "community schools" before the idon became trendy. They have been used to dealing with the whole ability range—especially as only 20 per cent of 11-year-olds were allowed through the 11-plus in the Bolton area—and with "problem children".

The grammar school could always expel children to a secondary modern, but then there was nowhere else for them to go, and the school had to learn to live with them and they with it.

Eric Hester says he is not trying to knock other schools—an assurance that sounds a bit disingenuous. But he is a kind, modest man. Grammar school educated himself, he moved at St Joseph's more than a year ago, after working in schools in the Home Counties. "Coming up from the South hit me like a breath of fresh air." It was like coming home—back in the openness and friendliness of people he knew.

He shows the same qualities, and was happy to let a reporter wander around his school grounds. If you were proud of your school, you should not be afraid of outsiders, he said. And if something nasty was found under the carpet, it should be exposed.

The only obvious jarring note was the blatant stereotyping of girls and boys. For the first three years of the school girls do domestic science and boys the heavy-duty woodwork subjects. There is no choice until Year 4, when it is too late. It seems just the sort of inequality the Sex Discrimination Act was passed to deal with.

For the most part St Joseph's seemed to justify being an oversubscribed school. The fifth formers I spoke to preferred it to the idea of a large comprehensive, and Eric Hester had every right to sing its praises.

Opening up the doors

Tim Albert visits a community school which has dispensed with uniforms, bells, staffrooms, playgrounds, 40-minute lessons—and O levels

In what until recently would have been described as a rundown mining community in Nottinghamshire, a remarkable new school has been taking shape. With its fitted carpets and city centre site, the atmosphere at the Sutton Centre seems closer to an office than a traditional school room. But atmosphere and architecture apart, the school has seen some significant educational innovations.

Out have gone such traditional mainstays as uniforms, bells, staffrooms, playgrounds, 40-minute lessons and O-level examinations. In have come longer periods, new subject divisions, CSE Mode 3 examinations, the opening of the school to the community, and voluntary (but apparently popular) evening classes.

The school is in Sutton in Ashfield. It was originally part of a plan to revitalize and redevelop the community, first with a shopping centre with public library and swimming pool, then with a multi-million pound complex which would combine welfare (day centre, probation office) with recreation and sport (tennis, squash court, small theatre) and with a secondary school.

At the moment it takes some 300 pupils. They are divided into mixed-ability groups of about 24, and stay in these groups throughout the day: first at a half-hour general session with their tutor, then in one two-and-a-half-hour block in the morning and another in the afternoon. Parallel to these ten daily sessions (and most of the staff) have been organized into ten groups. These are (English), drama and literature, mathematics, science, environmental studies, European studies (including languages), creative arts (music and art), sports, and leisure, personal relationships (including health education, careers, guidance, etc), tech-

nical studies, and home management. "What we are trying to do is to give a broad experience", says Stewart Wilson, the head teacher at Sutton, "to open doors."

In addition there are two "withdrawal" departments. The first, communications and resources, includes such work as media studies and film making, and operates on a block release system, taking whole groups out of their normal curriculum for about one week a term. The second, basic education skills, is mainly concerned with remedial work, and operates on a more informal basis by taking individual children out of classes as and when the teachers see fit.

Then there is the 11th session concept. Each weekday evening there are two-hour sessions (voluntary for the pupils but compulsory for the teachers) on a wide range of subjects from mathematics (the most popular, apparently) to family decision-making. Adults pay as they learn—and children, of course, attend free; so far, out of a roll of 300, some 1,000 sessions are attended by pupils. Every year there is a week to which the children are offered a range of optional week-long courses, and in the summer there are family courses as well.

The classrooms are grouped around pupils can take short breaks when they feel the time is right. "There are no bells and no traditional breaks," says Stewart Wilson, "but what we do want to switch off from this is to time to talk to the kids—but it's much more relaxed. The 40-minute periods are a damned nuisance; you have bells ringing all the time, and if you're trying to encourage people to come into the building



Pupils on ice: all part of the multi-million-pound leisure and welfare complex.

as we are, then there's nothing worse than to have the bell suddenly ring, and hundreds of kids come rushing down on you. There's also the question of wear and tear on nerves and fabric."

A key part of the Sutton Centre system is that children keep profiles of their own work. Keeping these up to date is one of the tasks of the day's first half-hour tutorial session, and the profiles subsequently form a significant part of each child's continuous assessment for their Mode 3 examinations.

Each profile publishes the objectives of each course, and has space for pupils' comments on teachers' and parents' comments on pupils and teachers, as well as the more usual comments by teachers

on pupils. "For yours we have set judgment on kids, and they haven't any come-back on us," says Stewart Wilson. "I don't think that's fair."

The teaching staff find it difficult from other schools: there is no stalling and no free periods. "These are a bit ungracious," says the head. "Staff feel they have a right to them, but if they do that only means bigger classes. We do the ratios we have because we've away with them." Yet teachers do some time off, since they are expected to teach nine sessions during the day on a evening sessions a week.

"We accept staff on four days," says Stewart Wilson. "They want to come into a community



Teachers at Sutton must be prepared to teach adults as well as children.

they must work a flexible day-week-year: they must be prepared to teach adults and they must be prepared to act in a pastoral capacity, including visiting the homes of parents."

In turn, the staff seem satisfied. "I would find it claustrophobic in an ordinary school now", said one. "I don't know how I would cope with 40-minute periods again. It's much more demanding here—considerable pressure on the teachers and no staffroom you can hide yourself away in. The pace is fast. But the rewards lie in the satisfaction."

Parents, too, seem pleased. "The vast majority can see the benefit for their child in that the work they do seems more relevant," says Stewart Wilson. "And

our assessment here is a damned sight fairer... Mixed ability works," he says. "That's an important starting point: we have a balanced mixed curriculum, all the way through the school, and children don't have to make invidious choices. We have proved without any shadow of doubt that children do want to come back and work at times other than during the school day. And we have shown that adults and children can work alongside each other... This is the way things are going to develop, I'm convinced of that."

And he adds: "I don't believe in original sin, you know. We start from the premise that kids are basically good."

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A crumbling pyramid?

Norman Evans on teacher education

The University Connection. By W. H. Niblett, D. W. Humphreys and J. R. Falhurst.

The University Connection is a detached, carefully documented account of (as the sub-title says) "the antecedents, concept and development of Institutes of Education, 1922-1972."

Institutes of Education came from the central recommendation of the McNair Committee in 1944, designed to provide the nation with "an integrated training service" without "permanent central control of the training of teachers" through bringing university departments of education concerned with training graduates and the colleges concerned with training non-graduates, the local education authorities as employers and the teachers as professional practitioners into a constitutional and university-based relationship.

Institutes were preceded by the Joint Boards established following the departmental committee's Inquiry into the Training of Teachers for Elementary Schools in 1925. In part they became assimilated to schools of education in universities by 1970. What has happened to the functions of Institutes following the James Report is by no means clear, yet a detailed modern history of some of the institutional aspects of teacher education is offered here.

One of the themes which emerge in the telling of this 50-year-long story is that the power of civil servants, notably S. W. Wood, who formulated the idea for Institutes, whose persuasion facilitated the McNair recommendation, and whose advocacy got them established. Later the binary policy seems to have emerged from officials of the DES. Another theme is that of the significance of the actions of individual ministers: Lord Eustace Percy at the time of the Joint Boards saying of training colleges, "an amazing technique of education"; Ellen Wilkinson keeping everyone waiting in 1944; the late Anthony Crosland saying of his Woolwich/ binary speech in 1965, "I think... that officials should not have advised me to make a major speech on the subject at that time... I then find only a superficial knowledge of the subject." (What would have happened if Crossman had gone to the DES in 1964?—Crossman Diaries).

The failures of the colleges themselves are considered: in 1942 they did not grasp the significance of the suggestion that a three-year sandwich course should be introduced with the second year spent in school under school supervision. The changing style of government is demonstrated as reflected in the changing relationships between various interests concerned with teacher education, central and local government, universities, colleges and the professional associations.

All these themes merge in an educational version of the struggle attendant upon any attempt to make a vision come true. In these

terms The University Connection can be interpreted as the story of an attempt to involve universities deeply in a struggle for the educational soul of the country in these 50 years. It took place in a period when the grinding narrow provision of elementary schooling was giving way to an expansive secondary provision for all and there was general recognition that teacher training must improve to provide the quality of service required.

This was set in the context of totalitarian developments in Europe which meant that detailed government control over teacher training had to be outlawed constitutionally. Universities were to be the guardians of both: initial training, instruction and induction were all part of that vision in embryo. But to turn that vision into day to day practice required universities to become increasingly inclusive institutions accepting an enlarged function in which professional as well as academic provision was proper responsibility. The universities faltered, and varied widely in their response to these demands. But most of their response was extremely encouraging. The evidence offered here suggests that, given more time, a general acceptance could have come.

But others were in a hurry; it looks as if they had come to the conclusion that the universities would not provide the service they were required to deliver. The changing style of government enabled the Robbins Committee recommendations to develop and The University Connection to be set aside. Then the binary system was established without the careful consultation and

discussion which had preceded previous constitutional changes recorded in this book. Then the failure of the National Advisory Council on the Training and Supply of Teachers created a vacuum in public discussion. Finally, the James Report provided the occasion for separating teacher education from the universities.

So, instead of a strong, integrated educational structure with universities at the top of the pyramid, we have a weak, divided service which finds it extremely difficult to challenge government, let alone check it. The very reflection is that, in pursuing this separatist policy, those who are most critical of universities and a class stratified society may have done more to delay the development of the service which is so necessary, and to undermine the divisions they dislike than if they had followed the established, if harder path of developing The University Connection.

This book provides some evidence to test the various judgments which have been made. Some of its final words are, "the concept of Institutes of Education may again be seen as the far-reaching, imaginative idea for the more artificial reasons for the binary division have been recognized as excuses we can no longer afford to make". We shall see. As yet another vision, no clearly articulated "far-reaching, imaginative idea" has been produced to replace it. And until a replacement appears, the alienated soul of higher and further education and, by extension, the country, will remain in troubled uncertainty.

Paperbacks Makes the world go round Catherine Basham

The Pantium Economic History, Europe, Edited by Carlo M. Cipolla. The Twentieth Century 1.00 £0.0. Contemporary Economics 1.634261 2. Contemporary Economics 1.634577 8. Fontina £1.95 each.

This outstanding economic history of Europe is completed with four volumes on the 50-year period 1970; the previous six volumes in turn took five volumes to do so. Quantitative disparity is largely reflected in the enormous growth in available information; it does make the final volumes plodding at times—all these books taking the place of historical

The first two volumes cover the economic forces and ideas which have shaped the economic life of Europe as a whole in the past years, while Contemporary Economics 1.634261 2. and Contemporary Economics 1.634577 8. deal with the experience of the most advanced countries and regions. The first part of The Twentieth Century includes a useful summary of the main trends, highlighting the main part migration, both internal and external; has played in modern European history. The structure of the labour force and the labour movement, the alternative sources of energy are comprehensively surveyed, and there is an interesting essay tracing the efforts of scientists to influence society between the wars.

The nature of life

Steven Rose on biology

The Life Science: Current Ideas of Biology. By P. B. and J. S. Medawar. Wildwood House £4.95. 7045 0243 7.

Anyone who believes that the potential for human welfare is extended by the spread of knowledge about the natural world will rejoice in this book. Anyone who has ever attempted to teach biology at school or to adults will marvel at the clarity with which the authors, in less than 200 pages, on which only a single diagram or picture, in synopsis but highly readable account of large areas of life science.

The Medawars' avowed aim is to explain the key ideas of evolution, molecular and behavioural, physiological and behavioural biology to a wide audience—not only biologists and students but also sociologists, anthropologists, philosophers, psychologists and literary folk". An implicit goal is to debunk a good deal of the pseudobiology—from genetically based race differences in IQ through eugenics and eubiology, to the "biological time bomb" of genetic engineering—that has cluttered the pop-science bookshelves of the last two decades.

In both aims they succeed admirably. One's attention is captured by the "breadth" of their treatment—how refreshing to find a book about the new biology which does not begin obligatorily with the history of the subject, but with the nature and importance of the biological and behavioural sciences in the case of biology. But it is held by the same epigrammatic arrogance of their style, perhaps not unexpected in those familiar with Peter Medawar's earlier writings, that the fashionable but foolish claims and opinions are demolished in half a

sentence and dismissed *ex cathedra* as "illiterate". Rarely can the confidence and generosity of British scientists—may perhaps a special danger of dying out and in need of protection—have been displayed so effectively since the great days of J. H. S. Haldane.

Their success is achieved in the concise, punchy style of their logical order to the individual chapters or even to the topics within them, introduced almost encyclopaedically by italicized subheads followed by brief critical definitions. And no professional biologist is likely to be quite happy with the selection of material; the authors apologise for their lack of interest in the world of plants merely by noting that "the fundamental ideas of modern biology are mainly the work of zoologists and micro-biologists" or to dismiss the whole of biochemistry in four pages in a bit cavalier; and I detect a certain regrettable lack of interest by the Medawars in brains and their functioning. On the other hand, Peter Medawar's own research background there is substantial coverage of immunology and cancer.

It is particularly refreshing that the Medawars do not burke the philosophical issues raised by current biological developments; they state that "the Popperian view of science is in the foreground" and concludes with an epigrammatic assessment of the human potential for survival. Their claims that their book is for students of biology, sociologists, philosophers, anthropologists, psychologists, and literary folk, should be extended; there will be few working and teaching biologists who will not gain both pleasure and benefit from reading *The Life Science*.

Among this week's contributors:

Norman Evans is principal of Bishop Cuddesley College, Exeter University. R. K. M. is currently editing *Flaunters' Life*. Jonathan 24, Saint Antonio.

Steven Rose is professor of biology at the Open University. Norman Willis is assistant director of the Council for Educational Technology.

Penguin publish for the teenager by publishing

Peacocks



A great gap exists in the availability of good books especially designed for today's modern teenager. They have clothes, records, T.V. and radio programmes, special magazines and a host of organisations catering entirely and exclusively for their own age group. Yet, curiously, there have been few serious attempts to provide a series of books for the maturing, intelligent, literate and independently-minded adolescent.

If it is this gap and the undoubted demand from a large number of young people wanting their own list with which they can identify that has prompted us to take a fresh look at the existing Peacock list. The objective in doing so is to fill the vacuum for the 13 to 19-year-old which exists between older Puffin titles and the adult Penguin list.

The new Peacocks include a choice of excellent fiction, some of it previously under the old Peacock imprint (e.g. One More River, and King of the Barbarians), some of it taken from the Penguin list itself (e.g. The Millstone by Margaret

Drabble and Colcler in the Rye by J. D. Salinger) and, in a few cases, books which have been especially written for Peacocks. Recognition has been made of the increased sophistication of teenagers since the first ones were published in the early 1960s. They are short to medium length, with brightly illustrated covers and strong typography since it is clear that no self-respecting teenager wants a book that has any hint of childishness about it. The new Peacocks are manageable and, most important, look like adult books. Also, for the first time, there is a selection of non-fiction titles to engage the teenager on topics and issues of relevant interest and current concern. They are lavishly illustrated with photographs or drawings, often in conjunction with extended captions. The intention is to make them thoroughly accessible, and, with the fiction titles, to give teenagers an individual reading option entirely their own. It is in any way you have an interest in Peacocks and the Peacock imprint, we urge you to fill in the coupon below to obtain a specially prepared booklet called The Peacock Patch, which, with author and editorial pieces, will provide you with as much information as you need about this exciting publishing venture.

The New February Peacocks

True Grit: Charles Porlis. Armed with her pe's coil pistol and mounted on Jethro Blackie, Mettle Ross hired one-eyed Rooster Cogburn and a lanky Texas Ranger called LoBoat (hey it's LoBoat) and set off into Indian country to bring the man who shot and killed her father to justice. (14-17) 047 093 X 50p

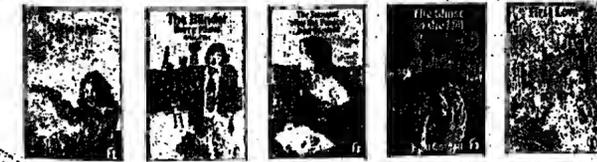
The Blinder: Barry Hines. College or first division? Schoolboy footballer Lennie Hawk has a big decision to make. In the moonlight he just goes on playing blind, other blinder... and enjoying the love life that could ruin it all. An exciting and convincing picture of a talented youngster's problems told by the author of the best-selling and highly acclaimed Kes. (14-17) 047 008 4 50p

Summer After the Funeral: Jane Gardam. Athens Price has always been beautiful, clever, sweet-natured and, above all, calm—but then her father dies—and just as if a slypor line been removed, all sorts of wilder emotions come bubbling forth. This is a sensitive and sometimes amusing story about growing up. (14-17) 047 004 0 55p

Ghost on the Hill: John Gordon. Jenny is not the only one in this isolated village to be disturbed by this power from the past. There is old Mrs. Goodchild, who sits by the graveside of her long-dead son Tom, talking to him; Grace Jarvis, who is Tom's old flame; her son Ralph, who makes no bones about his attraction to Jenny in spite of her feelings for Joe. There was more going on under the surface in this small East Anglian village than any of the inhabitants would admit. An eerie and gripping story. (14-17) 047 004 6 50p

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The Millstone: Margaret Drabble. Rasmund Steacy is an intelligent, well-educated girl and over twenty-one. She is also unmarried and pregnant. This is her story. "I never told anybody that George was the father of my child. People would have been highly astonished had I told them, as he was so incidental to my life that nobody even knew I knew him. They would have asked me if I was sure of my facts, I was sure enough,



Forthcoming Titles

Early Summer. Finding Fossils, Roger Hamilton and Allan M. Insole. Colcler in the Rye, J. D. Salinger. The Intiler, John Rowe Townsend. A Bad Lot, Brian Glanville. The Basketball Game, Julius Lecler. A Patch of Blue, Elizabeth Kala. Summer. The Motorcycling Book, John Dyson. Stamboul Train, Graham Greene. The Rambling Soldier, Roy Palmer. The Peacock Spring, Rumer Godden.

Please send me: [] Peacock Patch (available March) [] The 1977 Puffin Catalogue. Inspection copies of the following Peacock titles: Name: Address:

ASPECTS OF GREEK AND ROMAN LIFE. A series of books introducing life in Greek and Roman times, based on authentic evidence—the ruins of Pompeii, everyday objects, jewellery and pottery. Full of photographs and lively translations of the writings of the times. Roman Towns 70p. The Roman House 70p. Roman Family Life 70p. Roman Folders 1 resource material on the topics of the above books. Spreadsheets, worksheets, photo sheets, model sheets and a plan sheet. £4.75. Roman Sport and Entertainment 70p. Greek Art and Architecture 70p. Greek Exploration and Seafaring 70p. The Greek Theatre 70p. Greek Athletics 70p. Minoan Crete 70p. Mycenae 70p. For inspection copies cut out this advertisement and send to: Christine Walsh, Longman Group Limited, Longman House, Burnt Mill, Harlow, Essex CM20 2JE. Name: School:



27 Books/Maths/Physics

Matching skills

F. W. Kellaway on teaching science

Processes and Products of Science Teaching. By J. F. Eggleston, M. J. Gulton and M. E. Jones. Macmillan Education £5.75. 333 pp. 1974.

Whatever the arguments about the future of the Schools Council, there will be general recognition that many of its activities have stimulated much needed fresh thinking about what should be taught, why and how.

The problems of choosing a relevant sample of teachers and classes, of designing systems for recording observations (not for training the

Wisdom?

Third Year Technician Mathematics. By Ithys Lewis. Macmillan £2.95.

"Of making books there is no end; and much study is a weariness of the flesh," as Solomon is said to have remarked; here we have an instance of his proverbial wisdom.

I realize that engineers want practical mathematics, not abstract beauty, but mathematics surely need to be presented as engagingly as there is very little in the book that is new or original.

It is interesting to compare the concepts of the research project with the contents of two highly successful textbooks of which new and extensively revised editions have recently appeared.

It is interesting to compare the concepts of the research project with the contents of two highly successful textbooks of which new and extensively revised editions have recently appeared.

26 Books/Literature

Too much hope of living

Michael Neve on Jack London

Jack London. The Man, the Writer, the Rebel. By Robert Bartrop. Pluto Press £4.50. 90. ISBN 0 7190 1180 1.

The interpretation of Jack London's writings provides an interesting example of what can only be called ideological misreading: the attributing to an author of political and social virtues which are, on closer examination, much less simple and recognizable.

Robert Bartrop has written a sympathetic and worthy biography which seeks in part to clarify some of these issues. It is in the best sense a revisionist study. Bartrop, who we are told "has been an avid Jack London reader all his life", clearly feels the pull of London, a writer who spent much of his life in the harsh world of pre-historic California, down among the tramps and migrant workers, without letting his admiration for this get the better of him when actually writing up his subject's life.



Mrs Jack London in Paris arranging for publication of her husband's works in France.

work is The People of the Abyss which he wrote of a time passed in the East End when he was on his way to cover the First War as a newspaper reporter.

What stands out from these writings is that it was the man's own struggle and not the man's life of history that Jack London understood most.

Hardy hints

Kitty Mrosovsky

A Commentary on the Poems of Thomas Hardy. By F. B. Pinion. Macmillan £10.00. 334 pp. 1974.

Hardy's poems have been selected and anthologized in such a way as to give the impression that they are a special aura that has gathered around the chosen few. Pinion's aim in this new commentary is to offer impartial background information, not a series of judgments, much less of judgments.

But much from this type of poem commentary. More and more debatable influences, and those of Berkeley and Heraclitus, are mentioned, presumably because the poem contains a direct allusion. The sources are not exhaustively explored.

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Wheaton

Hemlock Road, Exeter EX2 8RP

To be taken to heart

Martin Booth

A Dog Called Nelson. By Bill Naughton. Dent £2.75. 460-06748 G.

Some books are perennial winners in the classroom and Bill Naughton's collection of short stories, The Dog Called Nelson, is one of them.

His new book will surely be yet another new classic of contemporary children's literature. Constructed loosely around a dog called Nelson, whose master is Uncle Gus, an absolute seaman, the book presents a series of vignettes of life that are both humorous and yet rich in

pathos and emotion and reality. It and Nobby, Nelson's owner, go through absence, follow the dog through various odd adventures, set out in the usual, clichéd dog-and-loyal-master, life: Nobby's dog who married the matter when his father was in the Depression years, set in Hutton in the Depression years, is a book that continues without fail to fascinate, excite and entertain any pupil between the age of 10 and 14—and beyond.

Based upon truth (the book has been taken to the hearts of teachers and the younger classes, with Naughton's matter-of-fact, blunt style, which, the collapse of events, anecdotes comes alive with skill and panache and with this author.

Routine relief

Calculus I. Calculus II. Complex Numbers and Differential Equations. Matrices and Vectors. £1.50 each. Lecturer's Notes £3.00. George Allen and Unwin

These books are intended to be basic texts for students on HNC, HND and BSc courses in mathematics, science, engineering and economics. There is no shortage of books of this kind and some justification is required for any additional volume the authors have provided.

Maths for grown ups

Playing with Infinity. By Götz Peter. Translated by Z. P. Hienes. Constable £2.10. 486 23265 4.

This unusual book was first written in Hungarian in Budapest in 1913; it was published in an English translation by Professor Dietrich, the present reprint, though in hard-back, is in a durable form, and is excellent value for £2.10.

Magical maths

New Recreations with Magic Squares. By W. H. Benson and O. Jacoby. Constable £2.60. 486 23236 0.

Even those familiar with the subject of magic squares may be astonished by its ramifications, as collected in this book. From simple, normal, third order, squares, the principles are extended to a miscellany of orders and types. Much of this is familiar enough, but then come new material and many new methods.

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Richard Walker

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15th Didacta, 1977 Hanover, March 7-11

From small school rooms to international centres

ANDREW HALL traces the progress of the European educational fair

It is little more than 25 years since the first Didacta exhibition took place in a few school rooms in a small provincial German town. There were about 70 exhibitors.

At the time of its greatest expansion, in Hanover the year before the oil crisis struck, there were more than 700 exhibitors from more than thirty countries, occupying 38,000 square metres. However, even at that first Didacta the shape of things to come was already clear, with a dozen non-German firms finding their way to war-scarred Germany to display their wares.

From the beginning Didacta has been the joint concern of two trade associations: Eurodidac and the Deutsche Lehrmittel-Verband, who have taken turns in organizing the exhibition every two years, alternately in Germany and on the German borders in such places as Bielefeld and Strosburg.

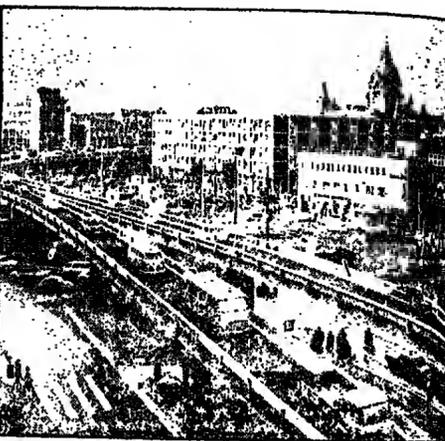
There had long been a demand from Eurodidac members for exhibitions outside German-speaking countries, but this was difficult to reconcile with the need the German educational world felt for a Didacta every two years.

It was decided to try the experiment of organizing a Didacta every year, and the first truly non-German exhibition took place in Brussels in 1974.

It was known in advance that this would lead to a number of firms keeping to the old rhythm of exhibiting only once every two years, but it was felt that Didacta was becoming too big for the comfort of visitors and that a smaller fair would be advantageous. In the event the oil crisis intervened and the fair dropped further in size than anticipated. Since then it has gradually recovered.

In the meantime the two convening bodies have come to a new, interim agreement to meet in the spring of each year to discuss the time and place of the Didacta up to four years ahead. Exhibitions are firmly fixed for 1978 and 1979, in Brussels from April 10 to 14 and in Düsseldorf from March 27 to 31. There will probably be no Didacta in 1980.

The participation of British firms in Didacta has, for the past 10 years, been second only to that of German



Didacta exhibition in Hanover, showing the scale of the event.

firms, and slightly ahead of French. This year the number of British exhibitors has halved and French participation has become very small, but a number of firms are emerging in which British and French firms are relatively few at the German Didacta, but more than double for the exhibition outside Germany.

One aspect of British participation worries some observers. This is the tendency of British educational book publishers to treat the fair as if it were a trade fair for the sale of books in English to the local customers. This is almost impossible below tertiary level.

For British school book publishers Didacta is a more suitable venue than the Frankfurt Book Fair for the sale of educational materials. There can be no harm in scouting sales staff, and official staff can learn much, but it is the foreign rights sections which stand in the way.

The two fairs then complement each other, as it is often said to conclude at Didacta deals were struck the previous year in Frankfurt, and vice versa.

With the future of Didacta uncertain, joint organizers are required. Eurodidac has taken steps to improve its ties to its members and to education. In May the Secretariat moved to Freiburg in Germany to be near Switzerland, helping to solve its organizational troubles.

The organizer and originator of Didacta, Herr Bruno Maier, will be joined by a new association director, Frank Ruffel, who will have as his main tasks the long-term maintenance of new links with national educational associations in Europe and throughout the world. This should lead to Didacta serving even better the needs of educational market and education itself.

Andrew Hall is British representative on the Eurodidac Executive.

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Richly endowed establishments

SUE LYNAS reports on audio visual materials in Germany

Not only Britain faces educational problems. Germany too, has experienced rapid reforms carried out without time for teachers, administrators or the public at large to comprehend and adapt; complaints from both university and industry about the decline in the educational standards of school-leavers are frequent; and, incredibly though it may seem to educationists in the United Kingdom, the financial crisis necessitates cuts in educational spending.

In the years 1945 to 1965 German education remained static. The stagnation in the mid-sixties that changed some necessary reforms in which the state was being obliged for current problems. This period of reform also saw great expansion in educational technology in Germany. On the one hand the educational climate was right; on the other, the economic boom had saturated the home market with the tools of the new media, so the education market was ripe for exploitation. Educational establishments in the FRG are richly endowed with audio-visual materials.

Nationally, audio-visual fields are supported by the Institut für Film und Bild in Wissenschaft und Unterricht (IFWU) (Institute for Film and Image in Science and Education), whose Munich headquarters lease with around 400 centres throughout the country.

The IFWU has two main roles. The first is the production of materials for pre-school, primary and secondary education; vocational and teacher training; and adult education and youth work. It is also concerned with the promotion of educational technology, advising on the integration of audio-visual techniques in teaching and on the operation and maintenance of equipment.

Some 250 titles, with accompanying publications are produced each year. Items for vocational training are produced in collaboration with individual institutions in school materials are produced in accordance with the curricula of the 11 federal Länder regions.

On the federal level, each of the Länder has its own state audio-visual centre (Landesbildstelle) which as well as distributing IFWU materials produces materials for local needs. The federal system allows for considerable regional autonomy in education and so the two centres are identical in role or outlook.

Berlin's unique position as a city state avoids the difficulties of central administration which might be experienced in a region the size of Bavaria. The state facilitates liaison between the centre and the schools which it services and makes it possible for every teacher to take a course in equipment qualification. The main responsibility of the centre, which pays the repairs bill, so that ailing equipment is not locked away in cupboards waiting for a teacher to take the initiative and the school to pay the costs.

The scale of the foreign language department and the vast picture archive in the centre are particularly impressive. More than 250,000 photographs relating to the history of Berlin are available free to schools. The more progressive political and cultural atmosphere

of Berlin is reflected in educational programmes produced there. In the 1960s a survey of the situation in Europe Susan Benington, the Berlin production manager, particularly good examples of socially critical educational programmes compared with the more conservative and/or usually backward regions. Berlin presents an example of the integration of educational media into a curricular acceptance of realistic media studies courses.

However, the success of the IFWU centre does not reflect the healthy national situation. A review of the state and regional centres completed generally underlines the state of under-staffing, lack of cooperation and inefficient exchange between the centres and other institutions. The success of the IFWU centre does not reflect the healthy national situation. A review of the state and regional centres completed generally underlines the state of under-staffing, lack of cooperation and inefficient exchange between the centres and other institutions.

In the footsteps of the Pied Piper

ROBIN MEAD describes tourist sights in and around Hanover

The Pied Piper of Hamelin, who is said to have led both the rats and the children away from the picturesque Renaissance city in Lower Saxony, cannot be personally held responsible for tempting tourists to nearby Hanover and the surrounding district. But his legend may be.

Hamelin, to the west of Hanover, is the most popular excursion for conference and trade fair visitors staying in or near Hanover. In Hamelin you can still see the "Pied Piper's house", one of many attractive timber-framed buildings. And on summer Sundays the Pied Piper story is re-enacted in the streets when the piper, dressed in medieval clothes, walks through the streets of the town followed by dozens of children dressed as rats.

This charming custom in traditional surroundings is in sharp contrast to Hanover itself, a modern industrial town which was severely damaged during the Second World War and has been largely rebuilt. Hanover, the ancient capital of Lower Saxony and once a sovereign state which provided England with a line of monarchs, straddles both a major north-south road and the direct Paris-Moscow route. It is rich farming country, but its geographical location has helped to make it the site of many international exhibitions, fairs and conventions.

These are centred on the fairgrounds to the south-western outskirts of the city. The area is a modern industrial town which was severely damaged during the Second World War and has been largely rebuilt. Hanover, the ancient capital of Lower Saxony and once a sovereign state which provided England with a line of monarchs, straddles both a major north-south road and the direct Paris-Moscow route. It is rich farming country, but its geographical location has helped to make it the site of many international exhibitions, fairs and conventions.



There are rapid communications with the centre of Hanover, and this is worth exploring. The reconstructed tower of the Gothic Market Church is the city's principal landmark, and inside the church the curved wooden altar, a fifteenth-century font, and the bronze floors are all worth seeing.

There are rapid communications with the centre of Hanover, and this is worth exploring. The reconstructed tower of the Gothic Market Church is the city's principal landmark, and inside the church the curved wooden altar, a fifteenth-century font, and the bronze floors are all worth seeing.

The neo-classical Leineschloss, on the bank of the river Leine, houses (with a modern annex) the Lower Saxony Parliament. Also on the river bank is the round Bogen-

turm, the only fully preserved tower on the city walls. The river Leine has been used to create the Maschsee, a large man-made lake popular for sailing, rowing and swimming. Hanover's open-air character is augmented by its parks. Among these the wooded Herrenhäuser Gärten, to the north-west of the city, should also be visited: the park is one of the most beautifully laid-out in Europe and contains fountains, cascades, sculptures, several garden pavilions, and an orangery.

Hanover's most elegant street is Georgstrasse, which contains the reconstructed Opera House. In nearby Goseriede Street visitors can get a lift to the top of the Amelger Building for a panoramic view of the city; the building also has a restaurant on the ninth floor.

Other good places to see are the Ratskeller, Zum Alten Bogenbrück and the restaurants in the hotels Intercontinental, Crest, Kastens and Europäischer. Fey's Weinhaus and Wein-Wolf are moderately priced wine taverns, while the Café Kneipke is the centre of the city's social life.

For a stay-or half-day-out, there is the 1,100-year-old town of Hildesheim, an architectural treasure about 12 miles from the Hanover fair grounds and notable for its ninth-century cathedral, two Romanesque churches, some beautiful sixteenth-century half-timbered houses, and an excellent collection of old Egyptian art in the Pöppelmann Museum. Of course, you can always go to Hamelin.

Preview

A look at some of the materials displayed by British exhibitors at the fifteenth Didacta

William Collins Sons and Company Ltd, Glasgow

Collins are publishing a new series of graded readers and comprehension books under the general title of Collins English Library. This series has six levels of language attainment, and includes classics, non-fiction, and modern fiction.

The modern fiction section will for the first time in such a series contain authors such as Agatha Christie and Raymond Chandler. Eight of the titles will be published before the end of this year, with a further eight in early 1978.

Reading Comprehension Passages is a new series of comprehension books published in association with the Collins English Library and using the same structure lists and word lists.

Opal Group (Export) Limited, Loughton, Essex
Opal, which markets some of its products under the name of Opal, is introducing three alternative material packages for use with overhead projectors. The first is the new range of Buodacolor and Thermanex thermal transparencies designed to be processed using an infra-red thermal copier. These are available in different weights and can be developed with black or coloured images on clear or coloured backgrounds.

With Handographic transparencies any original can be used as a final purpose master to provide copies in either film or paper without altering the controls of the copier. Handographic film is available in standard sheet sizes up to International A4.

Opal will have a comprehensive display of visual aids hardware including the mail copiers, spirit duplicators and OHP projectors.

models were developed in the bio-physical laboratory chemistry study section of the National Institute of Health, Washington, DC. More than 40 scientists from more than a dozen research centres contributed.

Emphasis has been placed on atoms necessary for the construction of proteins and nucleic acids, but a variety of additional atoms is available for use by the biochemist and organic chemist interested in smaller molecules. The atoms are hollow and, except for hydrogen, are made of acrylic polyester.

Thomas Nelson and Sons Ltd, Sunning-on-Thames, Middlesex

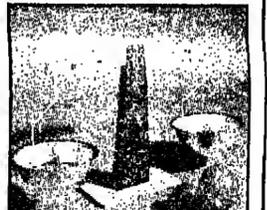
Nelson will be exhibiting a wide range of English language textbooks for use in schools of higher education on economics, engineering, computer studies, chemistry and sociology. The firm also publishes practice tests for English proficiency and provides a two year course book, Proficiency English for advanced students of English as a foreign language, while First Certificate English is for the intermediate level student.

Commercial Correspondence in English includes recent developments in business practice such as VAT, devaluation and metrication. American practice is also covered. The book is based on material that has been tested in the classroom.

Ginn and Company Ltd, Aylesbury, Buckinghamshire
This publishers' display includes a wide selection of text books for poetry, drama and music in primary school. Ginn will also be showing their First English Library series, which was published last year.

This provides a compact collection of titles giving factual information on different subjects. The books are in full colour and can be used for project work as well as for developing reading skills and vocabulary.

Some advance material from the Ginn Reading Programme, which will be published next year, will also be shown on their stand.



Simple Scales by Metric-Aids

companies are Reeves and Sons Ltd, Dryad (including the Dryad Aids), Leighton Baldwin, Metric Aids and Four to Eight.

Reeves produce a comprehensive range of materials covering art and modern craft activities. They will be emphasizing their Tempera range. Other exhibits will include Temperapaste, Redmix, Temperapowder and non-smudge crayons. There will be a demonstration of the stand of block printing using Reeves' cutting handles and rollers, printing ink and colours. They will also be showing a screen-printing frame and various suitable inks.

The Dryad range concentrates on handcrafts for the semi-professional such as book-binding and woodwork. Handles and leathers with various accessories, such as leather shears, will be on show. Leighton Baldwin have different kinds of wool and cotton as well as necessities such as shears, scissors, pinning shears, buttonhole scissors and wools.

Metric Aids have a mathematical teaching range. Tangram puzzles, grouping sets and collapsible circles; abacus boards and tables will be on the exhibition. Four to Eight will be featuring a special display of jigsaws and jigsaw building blocks.

J. J. Lloyd Instruments Limited, Southampton
Two new products from J. J. Lloyd are the Losald low frequency electromagnetic laboratory and the PH2/3 laboratory. Losald is a comprehensive kit which demonstrates the principles and practice of electromagnetic induction, alternating current theory, alternators and generators.

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Revised Nuffield Physics now with Pupils' Texts.

Preview

continued from previous page

erators, simple and compound single and three-phase motors. The F12 machine set is a portable, self-contained system for observing the behaviour of different types of motor under varying loads...

Hart-Davis Educational, St. Albans, Hertfordshire

One of the main exhibits on the Hart-Davis stand will be the English First series of language laboratory materials for less able students of foreign languages.

Also on show will be a new series of textbooks on themes in world history. Titles include Man and Food, Population and Traditional Africa. There is also a recently published geography scheme which concentrates on a study of the British Isles...

Among their other exhibits, Hart-Davis will be showing three new series: Humming Birds, a collection of fantasy stories for primary readers...

Learning Development Aids, Wisbech, Cambridgeshire

LDA have a wide range of sensory materials for children with learning difficulties. There are visual stimuli, such as Action Cards which illustrate various activities.

The Learning to Listen programme, which is designed to teach discrimination and understanding of sound, exceeds its many qualities including loud and quiet, high and low, fast and slow.

George G. Harrup & Co Ltd, London

In their display this year Harrup are placing particular emphasis on materials for less able students of foreign languages.

The course deals with situations that might happen to a student on a trip through France, and provides relevant vocabulary and expressions.

Burke Publishing Company Limited, London

One of the central exhibits on the Burke stand will be the Waste Not, Want Not series, which considers the problems of conservation, wildlife protection and anti-pollution.

Phillip and Tacey Ltd, Andover, Hampshire

This year Phillip and Tacey will be showing a range of language materials for primary schools, including picture and word-making cards, conversation grouping cards and the pictorial and sounds alphabet book.

Denford, which specialises in tools for metal and woodwork, will be showing a metal turning lathe, the Viceroy TDS 200 VS, which has a variable speed of drive.

Good Reading Ltd, London

Good Reading specialises in materials for developing literacy. These include a series of reading games which deal with word recognition, word blending, initial sounds, consonant digraphs and word endings.

Wilson and Garden Limited, Glasgow

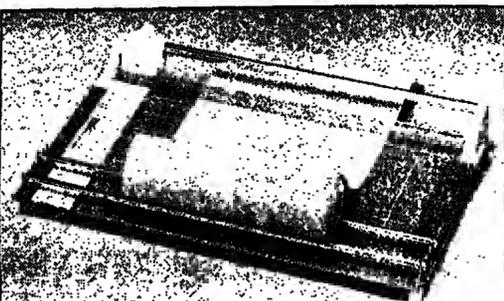
The display will be a wide range of surface writing boards, some of them movable on castors and some portable for individual use with younger pupils.

European Schoolbooks Limited, Cheltenham, Gloucestershire

European Schoolbooks will be exhibiting their recently published range of language maps for France, Britain, and Germany. Each map is accompanied by sheets of stickers on topics such as food and drink, weather, industry, agriculture and towns.

Terlan Ltd, Tomworth, Staffs

Besides structured number kits and slide rules which provide for addition and subtraction, rotary computers, only one metric ruler, scales combined will be on display.



Myers' precision trimmer Mark III.

ESB will also be displaying its recently published French course, Un, Deux, Trois, which contains textbooks, workbooks, teacher's books, stickers and wall pictures, overhead projector transparencies, tapes and reading material.

Evans Brothers Limited, London

Evans will be exhibiting their range of English language teaching books. This will include a further nine titles in the Evans graded reading series: Advanced English Composition, a guide to advanced essay writing for students taking the Cambridge proficiency exam.

Denford Machine Tools Ltd, Denford, Northampton

Denford, which specialises in tools for metal and woodwork, will be showing a metal turning lathe, the Viceroy TDS 200 VS, which has a variable speed of drive.

Good Reading Ltd, London

Good Reading specialises in materials for developing literacy. These include a series of reading games which deal with word recognition, word blending, initial sounds, consonant digraphs and word endings.

Toskmaster Limited, Leicester

Toskmaster will be featuring the latest additions to their range of primary mathematics apparatus, including mental or physical flash cards and work cards.

William Heinemann Ltd, London

Two of the most important sections of Heinemann's list are concerned with English language teaching and mathematics. In the English section they will be showing their new intensive course, Contact English, as well as the complete range of Heinemann's Guided Readers, which now has four levels, from Beginner to advanced.

West Midlands

West Midlands will be giving their rotary precision trimmer, which can be used for cutting papers, cards and film material. The trimmer is designed to be safe for children. The cutter bar is a sharp rotary blade.

a wide range of textbooks for primary school use, especially in English, biology, medicine, business studies, and technical subjects.

The firm will be giving prominence to their English range teaching list for foreign students of English. One of the known titles is New Certificate Proficiency English, by Onda...

Avic Audio Visual Ltd, Coventry

The Avic audio visual hardware the latest stand will be the AV1, a compact, portable, 16mm audio-visual display unit. It incorporates in this unit a television screen for projection to a screen or back projection for projection to large groups.

Macmillan Education Ltd, London

As well as the wide range of titles on display, Macmillan is introducing a new product called 'The Bell & Howell 3085', a medium-sized cassette recorder, takes the Philips-type compact cassette.

E. J. Arnold & Son Ltd, Leeds

E. J. Arnold will feature a wide variety of materials for primary school use, among them the Abacus Slitpuzzle, a brightly coloured multi-sectional puzzle for children aged seven and upwards.

Longman Group Limited, Harlow, Essex

A number of new audio-visual materials and educational aids will be on display for the first time at the exhibition. Many of these will be in the field of language teaching materials including integrated courses, language practice materials, tapes, cassettes, wall pictures, and games.

A.E.W. Engineering Company, Newark

A.E.W. Engineering are exhibiting a number of machines for craft and college workshops or craft centres. Included in their range is a variable speed range from 10 to 2000 r.p.m. and a one-piece moulded belt which incorporates a rubber grip.

M. Myers and Son Ltd, Warwick

West Midlands will be giving their rotary precision trimmer, which can be used for cutting papers, cards and film material. The trimmer is designed to be safe for children. The cutter bar is a sharp rotary blade.

Edward Arnold Ltd, London

Edward Arnold will be exhibiting a wide range of materials for primary school use, especially in English, biology, medicine, business studies, and technical subjects.

Paternalistic protection racket

DEBORAH THOM on feminist struggles

Women's Rights in The United States by Mary Stearns Clarke. Blackday Publications Ltd, Jonathan Cape, 20 Bedford Square, London WC1. £1.95.

The format of these kits is by now familiar. They include reproductions of original documents, broadsheets of background information or narrative detail, and a sheet with a list of contents, explanation of the context of the documents, a list of questions to think about and suggestions for further reading.

The set on women's rights has one major fault. There are only eight documents in the kit, yet one of them is severely reproduced. It is listed in the contents and inventory as a copy of the Seneca County Courier for August 4, 1848, but the issue included is for two weeks earlier.

The overall performance of the Bell & Howell 3085 is good. The sound level from the internal loudspeaker should be suitable for a group of about a dozen people and a number of headphones can be driven. Operation of the 3085 is not difficult and the unit can produce an overall good quality recording.

Yorkshiremen

by Christopher Griffin-Bentle

West Coast Film Strip Set. Filmstrip with notes L320. RP Group, Brimford Road, East Ardsley, Wakefield, Yorkshire.

West Coast Film Strip Set was produced for the Yorkshire Committee for Community Relations, to enable windows of the Indian community of Britain, to appreciate its aspirations and fears, and the distinctive contribution which its members can make and are making to British society.

West Coast Film Strip Set, which follows the life of the Hindu, Muslim and Sikh communities in Yorkshire—could prove a useful introduction to classroom discussion, though its value depends on the teacher's mediation.

Residential carer

Sixteen-year-olds who are interested in joining the social services may like to take the two-year course leading to a probationary certificate in residential care.

A room of one's own

Several posters and a pack of work-cards are available from Sterling Roncraft. The pack, A Room of One's Own, has six cards on aspects of home improvement including redecoration, treating the floor and modernizing existing furniture.

Crayons

A set of eight fabric transfer crayons in a range of colours are now available at good educational suppliers under the name of Finart Fabriccrayons. The crayons colour onto cartridge paper and can be ironed on to a fabric. The dyes in the crayons will not wash out. They work only on synthetic fabrics and some simulated paper fabrics.

They argued that "the ballot elevates the character and condition of woman". They pointed out to working women that "complaints, petitions, strikes and loud texts are of no avail until they vote the ballot in their hands".

The documents selected reflect the general weakness of the kit. They are mostly unrepresentative and include only one point rather than being used in different ways.

There is no evidence that she meant anything serious by, or followed up, this threat. The rest of the letter shows that she was an extremely content woman, yet she accepts the paternalism of her society when she makes her plea on the grounds that women are "being placed by Providence under your protection".

The other documents which contain material of interest is the issue of a short-lived paper, produced by two leading campaigners, called Revolution. It demonstrates clearly the breadth and diversity of the rights to work, to birth control, to organize or to equal pay for equal work.

Traditions of waxpainting

by Jack Rosenberg

Waxing, dyeing, adding truckle and so on, to produce abstract designs and representations of work using traditional tools, brushes and found objects for printing patterns.

The history section with 115 illustrations shows the many traditional batik patterns and the cultural beliefs and rituals associated with them, including designs for court dancers and the traditional Javanese puppet theatre.

Both soundtracks are well produced. The narrator has a pleasant voice and there is some excellent incidental music, mostly as would be expected, Javanese. The film strips are in colour and on the wax is put on the cloth by a block of wood used with strips of capex which make up the design.

From Chinese painting to egg-tempera

Recent painting and drawing materials manufacturer, has produced a handbook with project suggestions for art classes. Including the main features of Chinese painting, how to make egg-tempera, ways of getting a stained glass effect, how to dye fabrics and how to do different styles of lettering.

Advertisement for 'The slide centre limited' featuring 500 new additions to England's largest range of educational slides, filmstrips, and filmstrips with sound. Includes contact information for Dept 133 Chelton Road, London SW10 6SN.

Advertisement for INVICTA 1977 EDUCATIONAL AIDS. Will see you at HALL 21 STAND 109 DIDACTA. Includes contact information for Invicta Plastice Ltd., Oadby, Leicester (Tel. 0533) 717211 and DEUTSCHLAND Invicta Plastica GmbH, Dulsbergerstrasse 22, 8500 Nurnberg (Tel. 64201 AP40).

Vertical text on the left margin: 1350

TALKBACK

Comprehensive evaluation

Guy Neave

As the Great Debate rages under way a curious theme seems to be emerging—that the administrative structures of our system are not important. The crucial issue, say the pundits, is the curriculum.

There is much to be said for this view. Secondary reorganization can be consolidated only through curricular change. High standards demand a common curriculum.

Few would dispute the accuracy

Innumerate student teachers

Derek Haylock

A total of 182 college of education students training for junior school teaching were given the Bristol Achievement Test in Mathematics for 11 to 12-year-old children. They took the test at the end of their first year, after an introductory course in teaching maths, and experience in schools. Since this is a standardized test, it was possible to make a rough assessment of the student teachers' performance against those of an average class of top juniors.

About one quarter of the students scored marks low enough to be battered by more than 10 per cent of 12-year-olds. In other words, their mathematical achievement would be surpassed by, say, three, four or more children in an average class at the top of a junior school. About one in eight students scored marks low enough to be battered by more than 20 per cent; say, seven, eight or more in our average top junior class.



Derek Haylock is a lecturer in Mathematics or Keswick Hill, Norwich.

Children and death

Di Morris

The grave had been dug, the vicar read a few verses, one by one his friends filed past the coffin and laid their hands on the deceased for the last time. Others read short obituaries, composed by themselves. The gravestone, a piece of blue sand covered with plastic and attached to a stick, was inscribed: "We hope you will be happy up there. We will miss watching you show your toilet roll."

The occasion was the burial of a class gerbil.

of the statement. Where some would disagree is in its exclusion of the importance of the structural aspect of curriculum evaluation.

Structures—whether defined in terms of the school's age-range, policy of access to the sixth form (closed or open to all), the way students are grouped for learning—to all of the highest significance. During the past ten years or so, comprehensive education has necessarily been realized through these dimensions. Turning our attention to the curriculum marks an important step. But it is not a case of either curriculum or structures. They are mutually supporting.

Our knowledge about the influence of curriculum or structures is by no means complete. Certainly, changes in the internal structures of comprehensive schools have had spectacular consequences for the staying-on rate. My own work on university entrants from comprehensives suggests that the open-access sixth-form enabled more young people to keep their options open across the science-art divide. Furthermore, the sixth-form acted as a crucial "catching-up" point for late developing interests, whether in arts or in science.

To argue that structural change does not have curricular implications is thus highly challenging. The way children are grouped influences both presentation and content of the curriculum.

Yet the debate between struc-

tures and curriculum is only the outward form of a more crucial issue: how does one evaluate comprehensive schools? This, in turn, depends on the type of strategy used to introduce them.

Most European countries, whether they have completed the process of comprehensive education like Sweden, Norway and France up in 16, or whether they are still in transition and experimentation, like Austria, Germany, Finland or Holland, have adopted a two-stage policy. First structural change, followed by curricular reform. Some, for example Austria, are proceeding with the two simultaneously.

Regardless of the approach, effective evaluation of comprehensive education depends on a number of prior conditions, not all of which are present in the United Kingdom. There was one of the general factors which emerged from a conference held under the auspices of the Council of Europe last December at Neusiedl (Austria), bringing together researchers and policymakers of comprehensive education from 16 European countries.

A specific lesson from this workshop was that the most effective evaluation of reform involves a prior statement of objectives, publicly discussed and then embodied in legislation. To set down the objectives of comprehensive education requires a consensus at what is intended, and this agreement about what may reasonably be expected,

School bookshops

G. T. Wardle

It is more than a year since I started a bookshop in my school. More than 1,000 schools now have bookshops, although the traffic has not been one way: a number in my area have closed during the past year, often because a member of staff who was enthusiastic initially and carried over a project left, and no one else cared to take on the job.

The most vital factor in the existence and continuation of a school bookshop is the determination of a member of staff to give the time necessary for routine work: selecting and ordering stock, checking orders, dealing with special orders, arranging poster and book displays and, of course, opening the bookshop regularly. So such closure is understandable, but nevertheless sad, because a paperback bookshop is a valuable addition to any school.

My original conception was of a small but dynamic centre within the school, promoting book use and book ownership as cultural values. This seemed, and still seems, exciting.

At the very least, a bookshop is a statement that the school is concerned about books and reading outside business hours. It is a limited extent, try to guide tastes towards the worthwhile and away from the trivial by its choice of books and its approach.

Above all, it can try to increase the number of books in the hands of students, promote the concept of book ownership, and introduce it to children who may have few books at home. A bookshop should also promote book ownership among parents by stocking appropriate



titles and by opening in the evening, to do all this the bookshop must be constantly re-stocked by poster and book displays, special events and constant addition of new books.

Running the bookshop demands a great deal of time, but the returns are encouraging. Though the best-selling titles in my bookshop have mostly been connected with music and pop stars, there is also a steady demand for quality fiction ranging from Alan Garner to, amazingly, Jane Austen. There is, too, a large demand for fiction which, if not of the highest order, is far from being trash; and also a demand for non-fiction from boys with encyclopaedic knowledge of medals, armour, warships and aircraft.

Most of the effects younger secondary children. The geography of

my own school makes reaching students difficult, and the response to efforts made was not encouraging.

Any school can set up a bookshop to obtain books at a discount—usually 10 per cent, and more, profit to very small ones. It is not, say, for the school to apply for book agents' licence from the Publishers Association. This is a simple formality. Any bookseller can supply books, and may sub-let the shop, or offer to sell books for the school. The only requirement is that the books are supplied by a bookseller.

My school started with a stock of roughly £240, and this proved reasonable level. Originally, though, I would have to start with less, and I have no doubt we could have managed.

Although initial stocking is a financial investment, it is a long-term investment. The books are not bought for the school, but for the library, which is financed by the school's voluntary fund. In this financing requires the school to find funds in a stop-gap basis. receipt and sale of books, but my case, and others, I know of, each involve having always run the shop in a responsible manner, so that operation has funded itself.

The bookshop does require application of business and accounting skills which teachers may not always have. The best advice is to keep procedures as simple as possible. If there are school bookshops already operating in the area, the teachers responsible will usually be ready to offer helpful advice. It is also possible to get advice from the School Bookshops Association, based at the National Book League, 7 Albemarle Street, London, W1A 4BB. (01-493 5001.)

G. T. Wardle teaches English at Southfields School, Gravesend.

Skills that society needs

Anne Beloff-Chain suggests

there is much to be learnt about vocational and technical education from the schools of the Organization for Rehabilitation through Training



A student works on an electric problem at an ORT school in France.

The importance of well trained technologists and craftsmen is undisputed among those responsible for industrial development in the private and public sector. So too is the need to encourage young people into vocational or technical training.

I want to describe how this type of education is being successfully carried out by an international Jewish body "Organization for Rehabilitation through Training" (ORT), and to suggest that ORT schools could act as models for the future development of vocational and technical training.

Successive Governments have been well aware of the need for expanding technical education. This was recognized in 1973 in the setting up of the Technical Education Council, with the stated aim of providing "a system of technician education responsible to the industrial requirements and students' needs". Projects are also being carried out by the Training of the Department of Education and the Department of Employment, to help school leavers in their transition to work, and to help industry in getting the type of skill it requires.

All these schemes are, however, directed to the 16-19 age group. The idea that such training for children could be beneficially introduced at an earlier age and introduced into the school curriculum has led to the establishment of the City and Guilds foundation courses. An interesting study by G. T. Monford, of the City and Guilds of London, reports no similar schemes in many secondary schools in Cullinaria.

Perhaps the fundamental need is to change the attitude of our youth to skilled technical work and vocational training. British society has traditionally ascribed higher prestige to academic rather than technical education, and this has been emphasized by rising the school leaving age to 16 and vastly increasing the number of university students. Young people must be convinced that skilled technical aptitude or vocation work is not inferior to academic achievement, and is frequently of far greater value to the needs of their country.

What proportion of university students, many of whom drift through three years of study in an aimless fashion, are really benefiting from an academic education? How many might have felt happier and more motivated if they had been encouraged to choose a more practical vocational or technical education? Should not the country be concerned about the loss of potential talent through the school and university system? Can we do anything about this? Can we do something to help young people to get the best of their abilities in vocational and technical courses, leading them to useful jobs.

The three most important aspects of the ORT principles of education have been its adaptability and flexibility to meet the changing needs of society, the emphasis given to

people, was that too many school leavers lack the basic skills and knowledge needed for working, notably an adequate standard of literacy, numeracy and ability to communicate. One of the greatest achievements of ORT, which has set up schools in South America, Israel, India, North Africa, and Iran, has been to overcome this problem.

ORT was founded about 100 years ago in Russia, to train the Jewish youth living in extreme poverty and suppressed by severe political, economic and legal restrictions, for artisan and agricultural occupations. The World ORT Union was founded in 1921 and now has its headquarters in Geneva. Its history is a long and complex one, as it has had to adapt to the needs of Jewish communities in different areas of the world. But the principles and purposes, have remained unchanged; those can be defined as the training and education of young people to the best of their ability in vocational and technical courses, leading them to useful jobs.

The three most important aspects of the ORT principles of education have been its adaptability and flexibility to meet the changing needs of society, the emphasis given to

guiding the pupils into the work for which they are most inclined and suited, and the awareness that a sound general education must be given at the same time as the vocational or technical training. The ORT schools from which we can perhaps learn most are those in France, where the educational and employment problems are in some extent similar in our own.

The first phase of ORT activities in France was directed to help the refugees from Nazi persecution, and to train them for occupations in which work was available. This often involved the necessity for young people to embark on a completely new way of life. From 1955 until the present, the pupils in the ORT schools in France were mostly from North Africa, immigrants from Morocco, Tunis and Algeria. There are three schools in the Paris area and one in Lyons, Toulouse, Strasbourg and Marseilles.

Pupils are prepared for the recognized national exams. They enter the schools at 14 or 16, and follow courses of two, three or four years. Some apply for a place on national competitive examinations for primary school education. They sometimes come from broken homes or from large families living

in deprived conditions, similar to those of many immigrant children in the United Kingdom. ORT rarely refuses a child on the basis of inadequate education, but farms special classes for such children during their first year in the school, to bring them up to the required standard. Special teachers and small classes, or in some cases individual tuition, have coped successfully with these problems. Although this involves considerable expense, it has been worth the investment.

The schools run courses in a wide range of technical skills. Some electronics advanced courses prepare students with special abilities for the "Baccalaurat de Technicien", which allows them to go to university. The schools also provide shorter 9-10 months' courses for adults from 17 years upwards, to enable them to fulfil a technical assistants or high-skilled industrial workers. Evening courses are organized to provide further and improved training for those already employed. The schools cater for a wide range of pupils. Standards are maintained at a high level, and the methods of teaching are modern and sophisticated, a lot of the equipment being designed for the schools by the instructors themselves.

The close contact of ORT with industry is maintained by industrialists as well as technicians and teachers forming part of the technical councils, which decide on the teaching programmes. In this way the organization is well informed of the needs of industry, and can decide which courses should be expanded, reduced or abandoned, and which new ones added.

The record of employment for pupils finishing at the ORT schools has been excellent, in spite of the unemployment in France. It is because of the high standard of training and education that French industry wants to employ the pupils coming out of these schools. The schools are largely financed through the "Taxe d'Apprentissage". This is a tax paid on salaries which industrialists can contribute to technical education if they so wish. Because of the high prestige of these schools many industrialists support them in this way.

Striking features of the ORT schools, in whichever part of the world they function, are the dedication of teachers and the enthusiasm and concentration of pupils. The teachers are convinced of the importance of the work they are doing, hitherto for their country and the youngsters whom they teach. The pupils have learnt to take a pride in their work, and accept that any job well done is worth doing. They have also the satisfaction of knowing that the skills they acquire will allow them to become constructive and independent members of society. It is perhaps significant that during all the unrest in educational institutions in France during the late 1960s, the ORT schools remained unaffected.

Anne Beloff-Chain is reader in biochemistry, Imperial College of Science and Technology.

Asking the people

Charles Betty reports

on attempts in South Australia to involve parents, industry and others in curriculum planning

Interesting innovations in curriculum and community education are going on in South Australia, and there is much for us to learn from the way the South Australian education department has consulted the people.

Education university lecturers, college of education teachers, parents, voluntary groups, social workers and many others were asked their opinions about aspects of the curriculum, ranging from environmental studies, progressive arts, language arts, to mathematics, in-service education and curriculum reform.

Parents were asked in a questionnaire what aspects of education they would like to know about. Opinions were analysed, and a report submitted to the Primary Schools Advisory Curriculum Board, which was to make decisions on the nature, extent and priority of revising the curriculum.

What a revolutionary practice. Fancy asking employers, parents and the community at large about what is happening in schools. Should we be doing this? Could we do it better about the quality of education we do not consult the taxpayers who pay for education, and the employers who employ our children? We teach?

And a mother of aboriginal descent said: "At last we are being treated as equals. I like coming to school because it gives me something to do which is beneficial to me and my child. Surely when teachers and parents cooperate together, our children will benefit, and standards of education rise?"

At Croydron High School, a course was held to instruct parents in techniques of tutoring children. As a result 30 parents became voluntary tutors, mostly in remedial reading. At the nearby primary and infant schools, programmes have been developed to help Greek children with their English. Opportunities have been provided for the teaching of Greek and Italian, as part of a cultural awareness and self-improvement programme. A role library has been set up for pre-school children and a parent-child preparatory group meets regularly.

The problem of in-service education for staff is being met through courses provided within the school. Experimental reading and expressive arts programmes are being developed, with occasional help from parents. Some schools in Britain have developed very rewarding links with parents and the community, but Mansfield Park Primary, at Croydron High School provide examples of what can be done through realistic and ideal consultation.

We can learn much from the public debate which has taken place in recent years in Australia. Do we really take other people's views into consideration when we are designing a curriculum? Have we been so pre-occupied over the last decade or so year in prime importance) that we have forgotten to look at the needs of the community? Can we gain from consulting others not engaged in the education service? Some will say it is easy for Australia, with a small population, to look at the needs of the community for Britain with a population approaching 60 million. This is a fair point, but it doesn't invalidate the principle of consultation—where there's a will there should be an educational way.

It should be realized by educators that there is a need for local as well as national debate about the quality of education that should be taught, whether it meets the needs of employers and, perhaps more important, the needs of the individual child and family. If we do not consult locally, then much of the general debate called for by the Prime Minister will be pre-empted, and to the end not much will be achieved.

Charles Betty is district adviser, Nottinghamshire Education Advisory Service.

UPPER 1250

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HILLINGDON

(London Borough of) HILLINGDON PRIMARY SCHOOL, Hillingdon, Bucks. Applications are invited for new nursery teaching posts in the Hillingdon Nursery School, Hillingdon, Bucks. Applications should be sent to the Director of Education, Hillingdon, Bucks. Applications should be sent to the Director of Education, Hillingdon, Bucks. Applications should be sent to the Director of Education, Hillingdon, Bucks.

BALFORD (City of)

THE LAVED NURSERY SCHOOL, Waverley Road, Balford. Headship for the above Group 2 nursery school which will provide 60 full time places. Applications should be sent to the Director of Education, Balford, Waverley Road, Balford. Applications should be sent to the Director of Education, Balford, Waverley Road, Balford.

Other Appointments

CROYDON (London Borough of) CROYDON NURSERY SCHOOL, Croydon Road, Croydon. Applications are invited for a headship for the above nursery school which will provide 60 full time places. Applications should be sent to the Director of Education, Croydon, Croydon Road, Croydon. Applications should be sent to the Director of Education, Croydon, Croydon Road, Croydon.

BEDFORDSHIRE EDUCATION SERVICE (Hemel Hempstead) Applications are invited for the post of Head of the Hemel Hempstead Nursery School, Hemel Hempstead, Beds. Applications should be sent to the Director of Education, Hemel Hempstead, Beds. Applications should be sent to the Director of Education, Hemel Hempstead, Beds.

BROMLEY (London Borough of) BROMLEY NURSERY SCHOOL, Bromley Road, Bromley. Applications are invited for a headship for the above nursery school which will provide 60 full time places. Applications should be sent to the Director of Education, Bromley, Bromley Road, Bromley. Applications should be sent to the Director of Education, Bromley, Bromley Road, Bromley.

Primary Education

BARNET (London Borough of) BARNET NURSERY SCHOOL, Barnet Road, Barnet. Applications are invited for a headship for the above nursery school which will provide 60 full time places. Applications should be sent to the Director of Education, Barnet, Barnet Road, Barnet. Applications should be sent to the Director of Education, Barnet, Barnet Road, Barnet.

COVENTRY (City of)

COVENTRY NURSERY SCHOOL, Coventry Road, Coventry. Applications are invited for a headship for the above nursery school which will provide 60 full time places. Applications should be sent to the Director of Education, Coventry, Coventry Road, Coventry. Applications should be sent to the Director of Education, Coventry, Coventry Road, Coventry.

CUMBRIA

CUMBRIA EDUCATION COMMITTEE (Cumbria) Applications are invited for the post of Head of the Cumbria Nursery School, Cumbria. Applications should be sent to the Director of Education, Cumbria. Applications should be sent to the Director of Education, Cumbria.

CUMBERLAND EDUCATION COMMITTEE (Cumbria) Applications are invited for the post of Head of the Cumberland Nursery School, Cumberland. Applications should be sent to the Director of Education, Cumberland. Applications should be sent to the Director of Education, Cumberland.

DEVOX (London Borough of) DEVOX NURSERY SCHOOL, Devox Road, Devox. Applications are invited for a headship for the above nursery school which will provide 60 full time places. Applications should be sent to the Director of Education, Devox, Devox Road, Devox. Applications should be sent to the Director of Education, Devox, Devox Road, Devox.

DEVON

DEVON EDUCATION SERVICE (Devon) Applications are invited for the post of Head of the Devon Nursery School, Devon. Applications should be sent to the Director of Education, Devon. Applications should be sent to the Director of Education, Devon.

DOVER

DOVER EDUCATION SERVICE (Kent) Applications are invited for the post of Head of the Dover Nursery School, Dover. Applications should be sent to the Director of Education, Dover. Applications should be sent to the Director of Education, Dover.

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HALING EDUCATION SERVICE (Hertfordshire) Applications are invited for the post of Head of the Haling Nursery School, Haling. Applications should be sent to the Director of Education, Haling. Applications should be sent to the Director of Education, Haling.

HARTFORDSHIRE EDUCATION SERVICE (Hertfordshire) Applications are invited for the post of Head of the Hartfordshire Nursery School, Hartfordshire. Applications should be sent to the Director of Education, Hartfordshire. Applications should be sent to the Director of Education, Hartfordshire.

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HERTFORDSHIRE

HERTFORDSHIRE EDUCATION SERVICE (Hertfordshire) Applications are invited for the post of Head of the Hertfordshire Nursery School, Hertfordshire. Applications should be sent to the Director of Education, Hertfordshire. Applications should be sent to the Director of Education, Hertfordshire.

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Inner London Education Authority

For teaching posts in Inner London

See page 59



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Advertisements received by Monday will be published in this copy should be sent to:

The Advertisement Manager,
The Times Educational Supplement,
New Printing House Square, Gray's Inn Road, London WC1R 9JZ.

By Monday for the following day's issue

West Heath Nursery School,
200 West Heath Road, B31 3HB

Group 2

Applications are invited from suitably qualified teachers for the post of

HEAD TEACHER

of the above school to commence duty in September, 1977.

Application forms and further details may be obtained from the Chief Education Officer, South Area, Schools Branch, Education Office, Margaret Street, Birmingham B3 3BU, and should be returned not later than 18th March, 1977.

There is a scheme for assistance with removal expenses.

BIRMINGHAM CITY COUNCIL

EXTRA School visits

Ready to welcome, but not to be overwhelmed, the curators of Britain's culture talk to Anna Sproule

Party manners

"I have heard of teachers dumping children", says a man at London's Natural History Museum. "Dumping them and then going off shopping or reading in the pub. I've heard of it, but I've never actually seen it happen."

All activities have their attendant myths and, where school visits are concerned, a division of interests of this particularly blatant order is possibly one of them. But many teachers and all museum men are aware that other more subtle, and mainly unintentional, abuses are currently being made of the whole cultural visit system.

Britain's curators of culture see it, the children in whom they wish to display the exhibits in their care are frequently too rowdy or too tired, the unprepared or too over-directed, in summation on even the faintest flicker of enthusiasm for what is before them.

"They think it's just a day out", is one typical museum grumble; "they've been travelling half the day and they're exhausted", is another. A third is neatly expressed by David Jenkinson, head of education and research at the National Railway Museum at York: "In this city", he says, "we call it the 'York syndrome'."

He explains that, what with financial constraints and the difficulty of getting permission to make a visit, it is easy to understand how the York syndrome is produced; but, whatever the explanation, the upshot is that the parties (sometimes even trainloads) that arrive are convinced that they must have a go at everything.

"Everything" in York embraces the Museum, the Castle Museum, the city walls, the Shamblica, a trip on the river, and the railway museum itself. "The poor children", Mr Jenkinson goes on, "get a bit of everything."

In this respect, York is not unique. All the major cultural centres have syndromes of their own. In Liverpool, for example, the Walker Art Gallery tends to be regarded as an adjunct of the City Museum next door. "What school parties normally do", says the gallery's education officer, Adrian Lewis, "is have a day out: they go to the museum first, then us, and then a black-and-white Tudor house south of Liverpool."

It is a schedule that tends to difficulties for both the galleries which would ideally prefer to lay on a series of one-hour sessions on its major exhibits rather than the frequent general tour that is frequently requested—and for the visitors themselves. Unfortunately, Mr Lewis says with regret, "the space we had for a coffee bar is now no longer with us, although I think it will probably come back."

A midday trip to the gallery cannot, therefore, be followed easily by lunch. But problems like these are—in scale if not in quality—minor compared with those facing anyone involved in a school visit to London. If the result of a visit to York is mental indigestion, an over-enthusiastic sampling of London's offerings leads to museum for instance, the British Museum collapse.

The British Museum is currently dealing with school visit-edginess and possibly one of the South West investigation museums as well. "Teachers thinking of doing this queue of the time spent walking through the museum", says Mrs Andriss, senior research assistant in the British Museum's education service, "is bad planning; the children will be chastised."



"You're mad", they said to Anne Leigh when she suggested a day trip to France from West Yorkshire. How the pupils from Calve Valley High School fared is described on page 39.

Three helpful new guides to Activity Holidays

SPECIAL INTEREST & HOBBY HOLIDAYS

BREAKAWAY HOLIDAYS FOR UNACCOMPANIED CHILDREN

OUTDOOR ACTIVITY & SPORTS HOLIDAYS

These new guides from the English Tourist Board are the prime source of information for anyone advising on activity holidays. The range is now very wide—it includes sports instruction by national coaches, special interest holidays like pony trekking, sailing, birdwatching, music, arts and crafts and some academic subjects. Most holidays last for one or two weeks. Details are given about type of accommodation and cost—there are some very good bargains to be found.

To: English Tourist Board, Dept. A17, 4 Grosvenor Gardens, London SW1W 0DU. Please send me:
 (a) Special Interest & Hobby Holidays in England 30p.
 (b) Breakaway-Holidays for Unaccompanied Children (age 8-15) 35p.
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Postage—10p for one guide, plus 5p for each additional guide.
 Enclose cheque/postal order for _____ made payable to the English Tourist Board.
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English Tourist Board

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Information and Education Centre
Souvenir Shops
Garden Centre

All this set in a beautiful 3000 acre deer park

In order that a visit to us can be introduced into your teaching curriculum, we will be receiving your booking card to the accompanying leaflet one at our very comprehensive guide books which can be used for "pra visit" themes. We also have available on arrival a taped commentary describing each section of the Animal Kingdom in detail together with a Three-Age Group Questionnaire (5-9) (10-14) (15-17) for each child or student with a corresponding answer sheet for the teacher. In addition there is an education/information centre which is free of charge to pre-booked parties.

The buildings at Woburn will, we feel, contribute to the development and understanding of England's history in the children's minds.

5 Miles from M1 Ex 12 or 13. Only 1 Hour by road from London, Oxford, Cambridge, Sheffield, Birmingham & Leicester.

NOTICE
On July 29th & 30th Woburn Abbey & Woburn Park will be closed for a special and highly complimentary to the House of Lords. Woburn Wild Animal Kingdom opens as usual.

For the Administration, Woburn Abbey, Woburn, Bedfordshire.
Please send full details for a school visit to Woburn.

School: _____
Address: _____
No. in Party: _____
Date of Visit: _____
Name of Organising Teacher: _____ **YES**

In a sun-dappled setting

Sally Festing on the National Trust Whitley Common Information Centre



Schoolchildren with the warden, Ted Chambers, before setting out on a nature trail.

The Whitley Common Information Centre is an experimental project, designed to encourage people to see and understand the countryside.

It does this with an exhibition, field demonstration and audio-visual display, showing not only the historical background and natural history of the common, but also the techniques for managing it. The Trust owns many thousands of acres of open space and Whitley, which was opened last May, serves as a general introduction to land management.

School parties are especially welcome. The younger the better as for as Ted Chambers, is concerned since primary school children respond readily in feeling part of their natural environment. Special facilities are available for booked parties of up to 35 who are given a guided tour (ranging from three to five hours) after visiting the centre buildings. It opens from April to October, between 11 am and 5 pm all days except Mondays and Fridays and arrangements can be made for parties in March and November. (Send a stamped, addressed envelope to 'The Warden, Keeper's Cottage, Haslemere Road, Whitley, Surrey').

Whitley is easily accessible from London and there is a parking and picnic area. A narrow leat path runs up in a wooden, Scandinavian-style building. It cost a lot of money—between £80 and £90,000, but the trust never does things by halves and its impact, in a sun-dappled setting of pine saplings, is memorable. The ground floor is taken up with an exhibition telling the story of the common, its natural history and ecology; upstairs there is a film showing how the common is managed to preserve its character and varied wildlife, and outside the nature trails begin.



The Whitley Common Information Centre was built to encourage an understanding of the countryside and the need for its management.

subsequent development followed by a comprehensive sequence on plants, succession, peat at some of the typical and fauna. Why and how do maximum number and variety species he grown?

A 10-minute film locates voices and views of local who lived and worked on the more before the First World War. Their rough speech breaks soundtracked, reinforcing the issues made in the exhibition. An immediacy and a plausibility will attract the attention of visitors.

Then come the trails, marked routes, over the common, each illustrating a different aspect of the area. Red about two (half hours) is based on management, orange (about two and a half hours) shows landscape ecology, blue (about two and a half hours) gives an introductory impression of the common's natural history (one-and-a-half hours). It concentrates on the commoner species: woodland, heathland and the glades, making a special level of interest and butterflies.

Whitley is the appeal of Chambers says, is their and where teachers can find a crutch in advance he believes invaluable. For the deeper content a subject, ultimately, the rewarding it becomes.

A historian knows that all things are closely bound together and interdependent. Living cultures, with rocks and water, plants, soil, sun, and moon, clouds, rain, wind and sun, each in nature's abundant gifts.

Above all, this common offers from a visit to Whitley. I have been so fascinated myself at times that I have felt, if only for a moment, that I have actually travelled back in time. And in England we can travel back in time to many different periods. There are houses with a medieval past, beautiful Tudor houses, sometimes complete with gardens, seventeenth-century houses which were drawn into the conflicts of the Civil War, express the sense of balanced proportion which was dictated by rules of good taste, and Victorian houses of good taste and styles.

Think of the contrast between Tudor, Capton Wyntles and Montmore, the Victorian house recently in the news and still in jeopardy.

What you like best now in terms of any house may not be what you will always like best. The important



Compton Wyntles, Tysoe, Warwick, one of many fine houses to be explored.

Looking and learning

Visiting large old houses can be fascinating if your own curiosity is aroused, writes Asa Briggs introducing Heritage Education Year

Visiting a large old house can be a dull or a fascinating experience. It is dull if you are rushed around in a large party listening to a guide who crams you with chunks of boring information. It is fascinating if you can catch the feel of the house (and houses do have "feels"), and if you go on to explore for yourself what the house meant in the history of the surrounding area or of the country—the last time the people who lived in it but to the people, usually very different, who lived round about.

I have been so fascinated myself at times that I have felt, if only for a moment, that I have actually travelled back in time. And in England we can travel back in time to many different periods. There are houses with a medieval past, beautiful Tudor houses, sometimes complete with gardens, seventeenth-century houses which were drawn into the conflicts of the Civil War, express the sense of balanced proportion which was dictated by rules of good taste, and Victorian houses of good taste and styles.

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What you like best now in terms of any house may not be what you will always like best. The important

Morris was interested not only in the houses themselves but in the objects that you could find in them and in the people who lived and worked there. And these must be part of the experience of looking and learning. The objects include furniture, porcelain, silver, pictures, books and often armoury, and all these have their own history.

As for the people, you have to bring into the picture not only the house owners (some houses stayed in the hands of the same family for centuries; others changed hands) but the people who depended on the house for their livelihood. They were often very dependent indeed, for the household was a world on its own, with its own economy. A good social historian will always be interested in the relationship between the family in the house and the people who lived nearby, dependent or not.

Increasingly, too, visitors to houses are interested in their relationship to landscape: of the most beautiful houses are not only beautiful in themselves but beautiful because they are fitted perfectly into their surroundings. The trees outside are as worth looking at as the silver inside, and it is always interesting to study not only the gardens but the whole pattern of the estate. If you come from an industrial area or from a large city you will often ask different questions from visitors brought up in the countryside. Do not be afraid to ask them. You may be surprised sometimes at the answers.

The year 1977 is a year specially set aside for looking, asking, and learning. It has been designated Heritage Education Year, 1977, and a wide range of activities is being planned in many different parts of the country. Two years ago we were celebrating European Architectural Heritage Year, when the theme was the whole human environment, urban and rural, industrial and agricultural. The two years are connected in the minds of everyone interested in making the very best of our rich and varied environment. And I hope as many people will find pleasure in exploring a house of round pleasure in setting off on town trails.

However much we roam into it year, at best we can only hope to get interested, not to look at or learn about everything. Many schools are now carrying out learning work on environmental education (including school projects) which is not contained within the single unit of a year.

The houses which are at the centre of the Heritage Education Year programme have often been there for centuries, and one year is a very short time to their life. They do sometimes disappear, however, all too quickly, even when they are scheduled as important buildings, and it is always worth seeing them when they have a rest from their own Heritage Education Year, published three times a year, is a good place to learn about work in progress.

Steps are being taken by the Historic Houses Association to improve the relationship between teachers and their own Heritage Education Year to improve the relationship between teachers, architects and town planners. They are necessary steps if environmental education is to be taken really seriously in this country.

Meanwhile in the best managed houses you will not be put off by a guide who crams you with chunks of boring information. You will be invited to look and learn for yourself.

LEARNING CAN BE FUN



(as every good teacher knows)

The Wildfowl Trust offers teachers expert assistance and comprehensive facilities for a school visit that combines properly education with enjoyment.

- * Qualified Education Officers at each Centre
- * Introductory talk and guided tour
- * Pre-visit preparatory material
- * Discovery sheets and follow-up material
- * Choice of topics to suit different age groups

Over 60,000 school children a year are discovering the relevance of wildfowl and the wetland habitat to a large number of subjects in the school curriculum. For more information on this aspect and full details of the special admission charges, catering and picnic facilities, opening times, etc., please contact the Education Officer at your nearest Centre.

"We endeavour to make sure that every visiting child leaves The Wildfowl Trust with a better understanding of animals as an integral part of the environment."

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- Educational Officers:
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- Centres:
Sillmirkho, Gloucester GL2 7BT, Tel: Cambridge (Lios) 333.
Marlin Mero, Burcough, Ormskirk, Lancashire, Tel: Burroughs 880181.
Michin Harrison Farm, Washington 16, Tyne & Wear NE38 8LE, Tel: 0693 46644.
Frankirk, Peterborough PE6 7NP, (Also Welby Wildfowl Refuge) Tel: Peterborough 262271.

THE NORFOLK BROADS CRUISES FOR SCHOOLS

The second year of Broads Venture Weeks again offers a planned programme to school groups wishing to operate from a fleet of large motor cruisers provided by Richardsons Boatyard of Stalham.

Food, fuel, dinghies, safety aids and work sheets are included in the total cost. Evening entertainment is arranged ashore.

One or two teachers come with six or seven children on each boat and all groups are guided by the Butlin's Special Activities Team who are responsible for the highly successful Adventure in Education weeks.

All in cost £25.50 (Plus VAT) per week—one teacher free with seven persons. Dates—1st to 8th, 8th to 15th, 15th to 22nd OCTOBER 1977.

Full details from: BROADS VENTURE WEEKS, 21 Southernhay West, Exeter EX1 1PR.

"THE GREAT LITTLE TRAINS OF WALES"

When your school party visits Wales why not include a ride on a narrow gauge railway in your programme? Several lines in North and Mid Wales with wonderful scenery, steam locomotives and some museum facilities.



DAY TRIPS and especially easy to the WELSHPOOL & LLANFAIR LIGHT RAILWAY!

We are in Mid Wales and within easy reach of South Lancashire, the Midlands, Severnside or Wales. From June 13th to July 8th the railway is open specially to cater for school parties. Picnic stops can be arranged. At Llanfair, you can see working steam engines from the West Indies, West Africa and Austria, as well as from Great Britain.

For more information on the "W & L" contact the General Manager, The Station, Llanfair Cae-rinion, Powys. Tel: Llanfair Cae-rinion 441.

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HISTORIC HOUSES, CASTLES AND GARDENS
The 1977 edition contains 140 pages details of over 600 properties with 200 illustrations and 6 pages of maps. The guide gives 333 suggestions on open times, admission charges and arrangements for parties. A special article 'Education and the Country House' will be of particular interest. Price 60 pence (90 pence by post).

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The companion guide to Historic Houses containing details of 1000 collections. Entries are linked under towns and counties with a comprehensive subject index covering many subjects from Archaeology to Zoology. Fully illustrated, price 65 pence (75 pence by post).

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continued from page 35

trip rather than a general visit, your main aim will be to see the Rubens, or the Flemish masters, or the Impressionists. An establishment like Beauclerk Manor is more complicated: Beauclerk's Countryside Education Trust offers the new Maritime Museum in the National Motor Museum; a selection of woodland, farm and riverside trails; a bird sanctuary; and river cruises.

The great national collections in London are more complicated still: Eliza Bethans, Romans, dinosaurs, British Museum's mummies are top priorities with schools); castles, the triumph of steam. The choice is difficult by the fact that as the museums write in irresistible English must not overstretch the endurance of the visitors.

The criterion, however, is a simple one and makes the necessary ruthless selection process easier, as summed up by Mr. Daniels, "visitors should have some knowledge of the political and social background of the period they are studying. They should know, for example, why King Charles I lost his head, and why Christopher Ween was... But he goes on: 'We don't like them to have been shown slide of the period room they are going to visit. That's all right in follow-up work—that, if they see history.' I think it blunts the impact."

And this, in fact, is what the manager of any school visit is asking: of the creation of content that allow the full impact of the exhibits visited to get through to museums are anxious to help, but visitors' state of mind and body.

Mr. Lewis of the Walker has shared basic maxims of his own that should be written in large letters down the sides of every school party's rucksack. They are:

- don't expect too much from visiting first time round;
- don't get fatigued; end
- don't expect to take in too much.

Where cultural experience is concerned, the law of diminishing returns is sovereign.

The views expressed by Mr. Daniels are his own and not necessarily those of the Inner London Education Authority.



Hampshire's Wild Animalland!

Marwell is the most exciting wild animal experience in the South. Here are over 100 of the world's wildlife species (many of which are rare, some of which are unique), that live and breed in safety. Here are over 150 acres of parkland. Here is a big, wild animalland!

- Marwell — is open every day of the year, and that means every day! Admission — special rates apply for educational and school visits. Please enquire for details.
- Parking — this is free.
- New Animals — these are being added all the time.
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- Refreshments — these are available at the 'Treetops' cafeteria, or at various refreshment kiosks throughout the park. There are also ample picnic areas.
- Souvenir Shop — this is stocked with souvenirs to suit every pocket.
- Orzy Club — an animal lovers club for the young. Please send a stamped addressed envelope for details.

Marwell is open every day of the year from 10 a.m. to 5.30 p.m. for dusk if earlier. Teachers! Free guided tour before you bring your school parties.

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Contains a unique collection of paintings, prints, furniture, effects and relics of the first Duke of Wellington. Here is a fascinating glimpse into the private life of this most famous soldier and statesman. Floors and grounds open daily (excluding Fridays) from April 3rd to October 2nd from 11.00 a.m. to 5.30 p.m. Free Parking. Refreshments.

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WELLINGTON COUNTRY PARK In another part of the estate, a lovely area of natural woodland has been developed as a country park for leisure and pleasure. Within a relaxing and peaceful rural setting, the Park incorporates many attractions including: An exclusive area for camping and caravanning. A beautiful landscaped lake for fishing, sailing and boating. Refreshment pavilion and gift shop. Children's play area. Children's farm. Model boats. Watered area for walking and picnicking. Waterloo Meadow for special outdoor events. Riding stables (separate entrance). Open daily from March 1st to October 31st, and at weekends only from November to February, 10 a.m. to dusk. Free parking. Refreshments.

NEW for 1977! Dairy Exhibition, 'Fitness Area', 'Chincoal Burnes' Camp, 'Curry Golf'. For further information on educational visits and details of special group rates please write or phone: The Estate Office, Rooms, Stratfield Saye Estate, Stratfield Saye, Nr. Reading, Tel. Taxis Green 602 (on the Hampshire/Berkshire border)

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Dodington is the ideal place for your school outing this year!

- Dodington Carriage Museum is possibly the finest display of horse drawn transport in Britain.
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Full catering facilities now under our own management. No charge for supervisory teachers. Educational packs and worksheets available.

Full information from: The General Manager, Dodington, Chipping Sodbury, Gloucestershire. BS17 6SP. Tel: Chipping Sodbury 81586.

A well-ordered programme

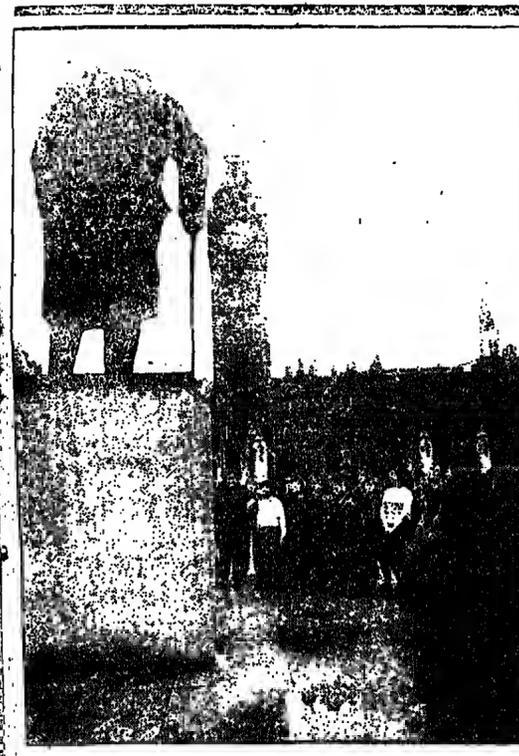
Roy Blatchford on Butlins Adventure-in-education weeks

Butlins adventure-in-education weeks began at the Minehead Centre, Somerset, in 1972 as a carefully monitored experiment with only a few hundred children on each of four weeks. Six years and 50,000 children later, the scheme is a focal point in the school journey calendar, an unstoppable bonanza for the local tourist industry. In 1973 the increase in numbers showed up the problems of too wide an age range (9-15), and since then the Minehead Centre has accommodated the 8 to 12s with Barry Island taking the upper years. (This year the Bognor Regis Butlins is supplementing the 8-11s.)

This year's booklet for leaders—the fruit of extensive practice—outlines what Butlins see as the formative aims of the adventure weeks: that children are encouraged in creative pursuits, field studies, and practical and recreational skills both indoor and outdoor; that children have the opportunity to live and work together as a purposeful community with teachers, students and experts in many fields; and that outlets involved with children can gain in-service training under "exceptionally constructive conditions".

An adventure week runs from Saturday to Saturday, and for parties travelling from the South-East British Rail provide "Minehead Specials" met in Somerset by fleets of coaches. Numbers of 2,000 at the camp each week mean that half the time must be spent off-site, and with that in mind schools may prefer to have their own coach for the whole holiday.

Living quarters are the Butlins chalets (quartering ones are a roomy bonus if you can manage to get them) and the "duty room" and competitors and sharp reminders about key children settle quickly. The mess dining halls are splendidly organized, although with 500 bodies at a sitting a happy pandemonium results. Medical facilities—asthma sufferers should not set foot in Minehead—drying rooms, first aid and cordis shops, a post box; all ready to hand so that no one needs leave the camp. "Staying securely" may be an ongoing catchphrase among the children but it is a vital aspect of



For most children from this school in a quiet Pennine valley, London is an unknown and magical city, and a visit to the capital is an integral part of their Continental journey.

Introduction to the Continent

By Ann Leigh

"You're mad," said colleagues when I first suggested the idea. "A day trip to France? From here?" You see, Calne Valley High School is an 18th-century farmhouse in the outskirts of Huddersfield in West Yorkshire, and it takes most of a day to travel even to Dover.

But I had just returned from a 36-hour visit to Calais to get slides for my French lessons. I had taken your pupils with me to four ancient castles and obviously others were clamouring to go. If four could do it, why not 40?

That was in October 1973. Since then about 550 pupils have travelled to the Continent, and another 150 will go on the three trips this spring.

Although parents will insist on referring to the "France trip", our aim is to give the pupils as wide an introduction as possible to Continental travel—three countries, two capitals, three ports (and two others seen briefly as we pass through them), two cross-Channel routes, an internal frontier, two foreign languages, and two different currencies.

It is a lot in four days and of course the pupils cannot assimilate everything, but they gain a confidence and experience of travel which we hope will be of benefit to them. Those who attend the weekly Continental Club in school have dealt with topics like passport formalities, foreign currencies and youth hostel routine before they leave Huddersfield.

Right from the beginning, London has been an integral part of the trip in both directions. To most children from our quiet Pennine valley it is an unknown but magical city, and we spend an afternoon here on route for Dover. As we travel through the West End Square, a comment coincided with the town's spring fair, much to the delight of the children. Brussels, visited on the third day, provides a valuable contrast to



London, with its monuments and churches, the Royal Palace and the Parliament building, the Congress-Columbus and the impressive Clarendon House. We leave the coaches in the centre of the city and wander toward the magnificent Grand Place. The children eagerly stride the square of Grand Place, and our last stop in Belgium is at Waterloo where the great bronze lion glares southwards as a perpetual challenge to France.

The journey through France tends to vary according to the weather on each trip. Last May, in a blazing heatwave, we drove straight in a little fishing village near Gravelines, and let the youngsters dive into the Channel in their underclothes. Since then we have added swimsuits to the kit list.

Usually, however, we make for the town of Brille, where there is time to visit the shops before we assemble in the local park for a self-service picnic tea with real French "sandwiches".

The final day we enjoy a more leisurely start, with time to explore the grounds of Dover Castle before driving on to London via Canterbury. We urge the children to visit the Cathedral and search on the spot where Thomas Becket was murdered, and we hope they also notice the magnificent stained-glass windows. The most exciting part of the whole trip is the final run on the M1 in Yorkshire when the children tend to be tired and restless.

What has made these four-day trips so popular? One reason is certainly the low price. Although the cost has risen from £15 to nearly £35 in four years we still offer excellent value for money.

Another is the fact that payment can be made over a nine-month period, beginning in September. Almost all families can afford £1 a week, and some of the poorest have paid for children to travel in successive years. Cancellation with a full refund is possible up until the end of February, after that I retain the initial £5 deposit. I do the accounting myself, using savings cards printed by the coach firm, and the money is banked through the school bursar.

We can use costs by self-catering for breakfast in Dover, Central Youth Hostel and for lunch. Usually we have an executive-type coach with full coffee bar facilities, cup boards, sink and tables, but even with a standard coach we can do what we can set up a card table. This is also useful on the homeward journey when I am exchanging our plus foreign currency and doing paperwork.

For the evening meals we rely on public restaurants in Dover and Bruges, and again we have built up excellent contacts over the years. I find four days is just long enough for 11-year-olds. We never have any homesickness, nor do the children have time to get on one another's nerves.

A mad idea? Perhaps it was—but an idea which is now a regular feature of the first year activities at Calne Valley High School. For many pupils the introduction to the Continent trips have proved the starting point for more adventurous holidays in Britain and abroad.

Over four years we have built up a strong link with two youth hostels, Dover and Bruges, Belgium. Some of our pupils have taken part in hostelling holidays in their junior schools and others make overnight stays at our local hostel in Maysdon, so they are quite used to the routine of making bunk beds, washing up and general chores. For the adults involved—teachers, parents and coach drivers—we arrange a social evening in February at Maidenhead hotel so that they know what to expect.

Come and see us yesterday.

The London Transport Collection is at Syon Park, Brentford. It's a unique collection of exhibits associated with London Transport over the years. Early steam and electric locomotives and rolling stock, horse buses, motor buses (including the famous 'B' type), trolleybuses, and trams. The display is complemented by a selection of historic transport posters covering over fifty years, signs, tickets and models. Open: 1 October to 31 March, from 10.00 to 17.00 or dusk (whichever is earlier), 1 April to 30 September from 10.00 to 19.00. Admission 30p (Children 20p). Last tickets sold one hour before closing time. Underground to Hammersmith then bus 267. Or to Gunnersbury then 117 or 267. On Sundays E1 and E2 run beyond Brentford to Syon Park. British Rail to Gunnersbury or Kew Bridge, then buses 117 or 267, or to Syon Lane, then short walk. For special party arrangements, telephone 01-560 0882-3 or write to: The Garden Centre, Syon Park, Brentford, Middlesex.

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City Farm One

By Margaret Harrison



City Farm One in Kentish Town.

It was a big surprise to me, a London dweller, when my six-year-old son announced that his next school visit would be to a farm. More surprising was its location: Kentish Town, one of London's most crowded inner suburbs.

Two pigs, two lambs, a cow, a donkey, three goats, 14 ponies, 30 chickens, 20 rabbits and guinea pigs that is the population of City Farm One, which sits on a two-acre site by a railway cutting. Once derelict, it was transformed four years ago under the direction of Ed Berman of Inter-Action. This is a trust which aims to revitalize community life in depressed areas. In Kentish Town it also runs a theatrical group which recently presented Tom Stoppard's Dirty Lies; there is also a thriving Old Age Pensioners' Gardening Club.

Two similar farms are to open shortly in the Bristol area, and elsewhere over the next six months. Inter-Action's Farm Advisory Unit now works with 30 groups throughout the country to help them set up their own. While it is primarily children living near by who benefit from being able to go to the farms to look after the animals (before and after school and in the holidays) school visits are popular. More than 2,500 schoolchildren in groups visited the Kentish Town one last summer and school parties begin again in April. Although there is only a handful of animals, the children are able to wander among them freely, stroking them and picking up the smaller ones. It is so important for children to be able to get close and touch the animals, says farm manager Peter Jones. "Then they can really feel what the skin of a pig is like and learn something about the economics of food production like eggs, goat milk and so on. In fact these are things which would usually be impossible on a country farm."

They are also taken into stables to see the ponies and harnesses. The ponies are used for the farm's riding school where local children can ride on duty after school at 15p an hour.

This unique opportunity is financially aided during the winter months when the 250 children come each year yielding the £18,000 and farm to run the school and farm. The farm can cope with 400 children at a time, but prefers 250. All visits must be by advance booking through the farm, City Farm One, 232 Road, London NW5 and a charge of 25p per child. Groups can run model farm if given to each child.

Q— Where can you take pupils to an educational film?

Q— Where can you choose the films you want to show to your students?

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Write for party visit leaflet and teachers' pamphlet on tramway history.

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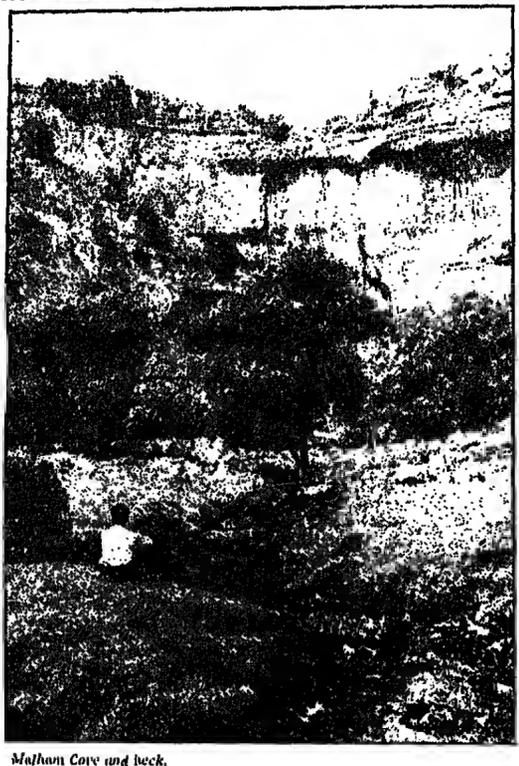
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Timber framed houses, an 18th century windmill, a barn, a granary and industrial revolution workshops have been moved to a rural ten-acre site and re-erected to save them from destruction.

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Advance booking essential: 20p per head until 30th April 25p thereafter.

SCHOOL SERVICE—Ring Museum Education Officer, Jennifer Copley at BROMSGROVE 2285.



Maltham Cave and beck.

Upland landscapes

Colin Speakman on the Yorkshire Dales National Park

The Yorkshire Dales National Park is one of our finest educational resources. The distinctive qualities of its landscapes are, in themselves, of first importance to an education.

Take, for instance, geology. The Malham and Glaston areas featured in all the standard textbooks. Nowhere in the British Isles is there limestone scenery more dramatically in evidence than along the great Craven Fault or through the extended system of caves and potholes. The remarkable exposures of pre-Cambrian rocks in the Topleton Gleys and the famous Crummock-dale Sluice glacial corries, attract students from all over the world.

The Dales also have a rich archaeology, particularly Iron Age, Romano-British, Viking and medieval. The calcareous soils of the limestone uplands are a habitat for rare orchids and other important flora. The remote moorlands and fens provide a refuge for some of the most spectacular birds of prey—the buzzard, the hen harrier, the peregrine falcon.

The human dimension is particularly significant. The traditional patterns of hill farming, while constantly evolving, still basically require the ancient skills of the Dales cheepers; and the hill-farming community, in spite of the influx of tourists and second-home owners, retains its rugged integrity and independence. As primary producers of raw material, working in a harsh environment, the dalesman's life contrasts starkly with that of visitors from the towns.

And the very remoteness, grandeur and harshness of upland landscapes provide an opportunity for recreation in the sense of renewal. The physical challenge of a high fall up to a plateau or high rise fells, a profound and admiring experience. No amount of luxurious amenities, nor even the most brilliant colour slides, will ever replace the wilderness of scrambling by a limestone scree or walking across a limestone pavement.

The nation has a duty and a right to protect these resources. The National Parks and Access to the Countryside Act of 1949 granted these certain objectives to "preserve and enhance" natural beauty and to promote its enjoyment by the public.

But perhaps the top priority is teacher education. The best school parties are excellent, the worst appalling. The National Parks Authority can only encourage good parties.

Conservation is a difficult concept to understand, and needs to be taught to the young. The day visitor centre has a lecture theatre and parties can get a short introductory talk on the countryside they are released into. They are offered a range of leaflets, and a book, "The Wharfedale Manor in Dentdale, the national park's own residential centre, provides courses in folk-craft, weaving, and other traditional crafts, studies, again with the aim of providing a deeper understanding of the environment of the national park.

But perhaps the top priority is teacher education. The best school parties are excellent, the worst appalling. The National Parks Authority can only encourage good parties.

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2. WESTERN MUSEUM, Queen Street, Harlech
3. CASTLE HILL, Castle Street, Harlech

Admission 1.50. 10p school. 5p children. 2.50 party. 10p children party.

10.00-12.00 (Apr. Oct. 11.00-1.00) 20.00-22.00 (Nov. 15.00) 15.00-17.00 (Dec. 12.00-14.00)

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Further information from: Mrs. Marilyn Hume, The National Trust for Scotland, Charlotte Square, Edinburgh. Tel: 4111-226 9922.

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2. WESTERN MUSEUM, Queen Street, Harlech
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Admission 1.50. 10p school. 5p children. 2.50 party. 10p children party.

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Accessible abbey

Nigel Richardson visits St. Albans

St Albans Abbey, 25 minutes north of London by train from St. Pancras, is described by its Dean, Peter Murray, as "the largest single-purpose building in the country".

At a time when many cathedrals are little more than empty museum pieces, 370 educational parties booked to visit in 1975. This year, there have been over 400 in the first two terms. Besides numerous unbooked ones, representing schools local and distant, teachers and students from Britain and abroad, and further education and Workers' Educational Association groups.

As a centre of religion and history, St Albans has many advantages besides its accessibility. Its cathedral is one of the oldest parts of it dating from Saxon times, and needs and motivation of peoples and communities, architecture and of architecture through the centuries. There is a strong sense of personal history in the fact that it marks the place where the first Christian martyr in England, a Roman soldier named Alban, was beheaded in 303 AD. There was once a monastery here, until suppressed by Henry VIII's commissioners, and just down the road from the abbey, ten minutes walk away through the park, are the remains of Alban's HQ, the Roman town of Verulamium.

Today, the cathedral also thrives as a parish church, with 400 communicants each week, a thriving Sunday school and an annual youth pilgrimage on Easter Monday which draws 3,000 people from all parts of Hertfordshire and Bedfordshire. It has seen a responsibility to the visitor, and especially to the school pupil, as a natural extension of this parish activity.

While he emphasizes that the church should not misuse the privilege of coming into contact with visitors ("Let them search and ask questions with no 'fast talking'"), he insists it must utilize its resources and try to give people a glimpse of the "something else" beyond daily humdrum experience.

With this in mind, the abbey takes some care over its school parties, sending out information in advance so that children can be properly prepared for their visit. This includes an accompanied list of source material, including the well-known Pinks guide, a special children's guidebook *Let's explore*, a number of duplicated broadsheets about Alban, other abbey benefactors and things to look for, and an excellent and interesting model of the building, which children can take up for themselves.

At the other end of the educational age range, the abbey sees the need to contribute to further education. Confirmation should not be "the great farewell" of older children and adults should be given a place to return to, if they want to know more. The cathedral,



The tower and south transept, St. Albans Abbey.

Somewhere to stay

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Mathematics and Science Teachers
(High Schools 12-16 years)
We need teachers who can offer Maths and Science.
(Middle Schools 8-12 years)
We need teachers who can offer Maths or Science as their main subject.

Harrow Education
Applications are invited from suitably qualified persons for the post of ASSISTANT TEACHER in the Harrow Education Authority.
Closing date: 14th March, 1977.

HARDWICK MIDDLE SCHOOL
Bury St. Edmunds
(Mixed Comprehensive 8-13 present roll 220, rising to 340 in September, 1977, and to 650 by September, 1979).

DEVON
WILTON JUNIOR AND INFANTS SCHOOL
Applications are invited from suitably qualified persons for the post of ASSISTANT TEACHER in the Devon Education Authority.

DEVON
WILTON JUNIOR AND INFANTS SCHOOL
Applications are invited from suitably qualified persons for the post of ASSISTANT TEACHER in the Devon Education Authority.

Metropolitan Borough of Rochdale
EDUCATION DEPARTMENT
Middle end Secondary Schools
KINGSWAY MIDDLE (10-13)
Turf Hill Road, Rochdale OL16 4XA. Tel. Rochdale 40931

DEVON
WILTON JUNIOR AND INFANTS SCHOOL
Applications are invited from suitably qualified persons for the post of ASSISTANT TEACHER in the Devon Education Authority.

DEVON
WILTON JUNIOR AND INFANTS SCHOOL
Applications are invited from suitably qualified persons for the post of ASSISTANT TEACHER in the Devon Education Authority.

Educational Appointments

Male or female required for the following posts:
Unless otherwise stated application forms and further details are obtainable from and returnable to the Education Officer, 50 Huddersfield Road, Barnsley, by the 10th March (s.o.p. please).
Required for September or earlier
Headteacher—Group 5
at the following Schools:
HOYLAND MARKET STREET JUNIOR SCHOOL
Market Street, Hoyland, Barnsley
CUDWORTH PONTEFRAC ROAD FIRST SCHOOL
Pontefract Road, Cudworth, Barnsley
Required for September 1977
Headteacher—Group 4S
THE GABLES SPECIAL SCHOOL
(E.S.N.) (S)
Summer Lane, Wombwell, Barnsley
The school cares for children aged 5 to 16 years and has a Special Care Unit.
MILEFIELD MIDDLE SCHOOL
Engina Lane, Grimthorpe, Barnsley
Headteacher T. Gannon, O.B.E.
Required for September
Deputy Head Teacher (Group 6)
With Middle School experience for this purpose-built Middle School now in its ninth year.
WOMBWELL HIGH SCHOOL
Robuck Street, Wombwell, Barnsley
(Mixed Comprehensive 11-18 years—1,400 pupils)
Headteacher F. Lane, M.Sc.
Required for September
Teacher of Science (Scale 1)
Mainly for Teaching within the lower school.
Application forms obtainable from and returnable to the Headteacher (s.o.p. please).

BARNSELY
Metropolitan Borough

HAWKESLEY ANGLICAN/METHODIST CHURCH JUNIOR SCHOOL
Shannon Road, Hawkesley, Kings Norton, Birmingham B38
The Managers wish to appoint a suitably qualified teacher to the post of
DEPUTY HEAD TEACHER
In the new Group 5 School from September 1, 1977.
Application forms and further details (stamped addressed envelope please) are available from the Head Teacher (021 458 6487).
Redevilement, previous appointments need not apply. Closing date March 14, 1977.
There is a scheme for co-tenancy with removal expenses.

HOUNSLOW (London Borough of)
EDUCATION COMMITTEE
 Education Department, The Civic Centre, Lempion Road, Hounslow, TW3 4DN.
BRENTFORD SCHOOL FOR GIRLS.
 Olden Road, Brentford, TW8 0PG.
 Required for September 1977.

HEAD TEACHER
 Brentford School for Girls (Group 11) has 1,087 girls on roll of all abilities. The School was founded in 1898 when secondary education in the Borough was re-organised on comprehensive lines. The vacancy arises on the retirement of Mrs B. F. Smyth who has been Head since 1968.
 Further particulars and application forms from The Director of Education, Civic Centre, Lempion Road, Hounslow, TW3 4DN (stamped, addressed foolscap envelope please).
LONDON ALLOWANCE £297 PAYABLE
CLOSING DATE FOR APPLICATIONS: MONDAY, 14 MARCH, 1977.
 The Education Committee has power to consider applications from experienced teachers for assistance towards removal, disbursement or relocation expenses.

Headship
 The Headship of this School becomes vacant at Easter on the retirement of the present Head. Roll 1,266. Burnham Group 11 salary, £7,944 to £8,568, plus London Allowance, plus supplement as appropriate.

Please send self-addressed foolscap envelope for application form and further particulars to the Education Officer, EO/TS10, County Hall, SE1 7PB. Closing date for return of completed application forms 25 March.

COUNTY OF SOUTH GLAMORGAN
HEADTEACHER: GROUP 13
 (present roll, 1,861 pupils)
 Bryn Hafren Girls' Comprehensive School, Barry

Applications are invited from suitably qualified and experienced teachers for the headship of this girls' comprehensive school, which falls vacant on September 1, 1977, due to the retirement of the present head teacher. This is a re-advertisement.

Application forms and further particulars may be obtained on receipt of a stamped addressed foolscap envelope, from the undersigned, to whom completed forms should be returned within 14 days of the appearance of this advertisement.

F. J. Adams, Director of Education, Education Offices, Kingsway, Cardiff.

ST. ALBAN'S C.E. (AIDED) SCHOOL
 Angelina Street B12 0UU.
HEADSHIP
 Group 8. Roll 196 (mixed)

Applications are invited from suitably qualified teachers for the post of

HEADTEACHER

of this Church of England Aided Comprehensive School. It is an ideal post for a pioneer in an inner ring area with a mixed racial community.

Application forms and further details may be obtained from the Secretary at the school. The application forms must be returned to the Chairman of the Governors, St. Alban's Clergy House, Stanhope Street, Birmingham B12 0XB, by March 16th.

There is a scheme for assistance with removal expenses

BIRMINGHAM CITY COUNCIL

MIDDLESEX continued
Physical Education
Scale 1 Posts
DEVON
TIVINGTON (MIDDLESEX) SCHOOL
 (Roll 210)

Applications are invited from suitably qualified persons for the post of ASSISTANT PHYSICAL EDUCATION OFFICER. The holder of this post will be responsible for the physical education of the school. The holder will be required to take up the post on 1 September 1977.

The successful applicant will be expected to take up the post on 1 September 1977.

Application forms and further details may be obtained from the Director of Education, Education Offices, Kingsway, Cardiff.

Science
Other Posts on Scale 2 and above
SUFFOLK
LEWIS (SUFFOLK) SCHOOL
 (Roll 1,200)

Applications are invited from suitably qualified persons for the post of ASSISTANT PHYSICAL EDUCATION OFFICER. The holder of this post will be responsible for the physical education of the school. The holder will be required to take up the post on 1 September 1977.

The successful applicant will be expected to take up the post on 1 September 1977.

Application forms and further details may be obtained from the Director of Education, Education Offices, Kingsway, Cardiff.

LONDON BOROUGH OF SUTTON
Carshalton High School for Girls
 (West Street, Carshalton)
Headteacher Group II

Applications are invited for the post of Headteacher of this G.I.A. school which has 1,026 girls, aged 11-18 on roll. Vacancy due to retirement. Further particulars and application form from Director of Education, The Grove, Carshalton, Surrey SM5 3AL. Closing date 24th March, 1977.

Metropolitan Borough of Rochdale
Secondary School
Headship
 Broadfield Upper School (Group 9)

Applications are invited from suitably qualified and experienced teachers for the headship of 13-16 Upper School which is to be established within existing premises. The school will ultimately have approximately 600 pupils on roll.

Further details and application forms are available from the Chief Education Officer, Education Department, Municipal Buildings, Manchester, Old Road, Middleton, Manchester M24 4EA, to whom they should be returned by Monday, March 21, 1977.

Secondary Education
Headships
HEADFORD (City of)
MIDNIGHT (City of)
Applications are invited from suitably qualified persons for the post of ASSISTANT PHYSICAL EDUCATION OFFICER. The holder of this post will be responsible for the physical education of the school. The holder will be required to take up the post on 1 September 1977.

LONDON BOROUGH OF BRENT
EDUCATION COMMITTEE
Alperton High (mixed) School
 Stanley Avenue, Wembley HA0 4JE
 (Roll 1,560, 11-18)

Qualified and experienced teachers are invited to apply for the

HEADSHIP

of this mixed comprehensive school (Group 12). It offers an excellent opportunity for an enthusiastic teacher with willingness to challenge a multi-racial school of high expectation. Vacancy due to retirement and there is a scheme for assistance with removal expenses including legal fees etc., travelling and lodging allowances.

Application form with further details (a.s.a.) available from the Director of Education, P.O. Box 1, Chatterfield House, 9 Park Lane, Wembley HA9 7RW should be returned by 18 March.

Waltham Forest
Deputy Head
 plus £312 allowance for salary purposes

Applications are invited for September, 1977 from experienced teachers for the Deputy Headship of this Boys' Comprehensive High School, 500 on roll (11-14 years age range).

Closing date for applications 18th March, 1977.

Application forms and further details obtainable on receipt of a.s.o. from the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London, E10 5DJ.

Cheshire
 Crewe & Nantwich Districts
Crewe Ludford (Proposed) Comprehensive
 Ludford Street, Crewe (Group 10)

Head Teacher

Applications are invited from suitably qualified and experienced teachers for the Headship of the above developing community school.

The existing Ludford School will take in a first year comprehensive intake in September 1978 and develop into a form entry 11-18 mixed comprehensive school. A Sixth Form will be created by joint provision with another comprehensive school in the North of Crewe in which teaching staff from both schools will contribute.

It is hoped that the successful applicant will take up the post as Head Teacher one year before the year of re-organisation.

The development of the school is an integral part of the Crewe Central Area Project, presently being conducted in joint action, by the Department of Education and Science, Cheshire County Council and the Crewe and Nantwich Borough Council. The school is being developed and extended within a policy of urban renewal in order to provide a range of community facilities.

Application forms (send a.s.a.) and further particulars of this challenging post may be obtained from the District Education Officer, Delamere House, Oakmere Street, Crewe, to whom they should be returned by Monday, 14th March, 1977.

KNOWLESLEY
Applications are invited for the post of ASSISTANT PHYSICAL EDUCATION OFFICER. The holder of this post will be responsible for the physical education of the school. The holder will be required to take up the post on 1 September 1977.

WATWICK BOYS' HIGH SCHOOL
 Headmaster: Mr. C. N. Ruff
 Broad Road, London, E17 3ND

Deputy Head

plus £312 allowance for salary purposes

Applications are invited for September, 1977 from experienced teachers for the Deputy Headship of this Boys' Comprehensive High School, 500 on roll (11-14 years age range).

Closing date for applications 18th March, 1977.

Application forms and further details obtainable on receipt of a.s.o. from the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London, E10 5DJ.

NORFOLK COUNTY COUNCIL
Education Department
 Required for September 1977

HEAD
 for
SHERINGHAM SECONDARY SCHOOL
 Group 8. Roll 499.

Application forms and further details may only be obtained by sending a stamped, addressed foolscap envelope to the County Education Officer, County Hall, Marlborough Lane, Norwich, NR1 2HL, to whom completed forms should be returned by 22nd March, 1977.

Required for September, 1977.

DEPUTY HEAD
 for
GREAT YARMOUTH GRAMMAR SCHOOL
 Salisbury Road, Gt. Yarmouth, NR30 4LS.
 Group 10. Roll 721.

Full particulars and application forms may only be obtained by sending a stamped, addressed foolscap envelope to the Head at the school, in which completed forms should be returned by 18th March, 1977.

Required for September, 1977

TIOREPE ST. ANDREW SCHOOL
 Thorpe, Norwich

HEAD OF LOWER SCHOOL
 (Deputy Head Group 13)

To take deputed control of all aspects of the Lower School (Years 1-11) including the management of the site. The new all-ability school will be formed in September by the amalgamation of two schools on the same large campus. Application forms and further details from the Headmaster, Tiorepe St. Andrew, Norwich.

ESSEX
THE DEANES SCHOOL
 Deanes Road, Saffron Walden, Essex, CB11 3JG.
 Telephone: 0438 23400

Applications are invited from suitably qualified persons for the post of ASSISTANT PHYSICAL EDUCATION OFFICER. The holder of this post will be responsible for the physical education of the school. The holder will be required to take up the post on 1 September 1977.

LEICESTERSHIRE
MARLIN HILL SCHOOL
 (Roll 1,200)

Applications are invited from suitably qualified persons for the post of ASSISTANT PHYSICAL EDUCATION OFFICER. The holder of this post will be responsible for the physical education of the school. The holder will be required to take up the post on 1 September 1977.

LEICESTERSHIRE
MARLIN HILL SCHOOL
 (Roll 1,200)

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LEICESTERSHIRE
MARLIN HILL SCHOOL
 (Roll 1,200)

Applications are invited from suitably qualified persons for the post of ASSISTANT PHYSICAL EDUCATION OFFICER. The holder of this post will be responsible for the physical education of the school. The holder will be required to take up the post on 1 September 1977.

BISHOP RAMSEY CHURCH OF ENGLAND COMPREHENSIVE SCHOOL—GROUP XI
 (Headmaster Designate: Mr. John Cula, B.A.)

Applications are invited for the following post:

A DEPUTY HEAD TEACHER

The governors are looking for an experienced teacher, preferably a communicant member of the Church of England, to form part of the senior management team and specially to act as:

HEAD OF UPPER SCHOOL

The School will begin its life on 1 September, 1977, from which date his appointment will take effect.

Forms of application and further particulars are obtainable from: The Director of Education, Civic Centre, Uxbridge, Middlesex UB8 3UW, and should be returned to: The Chairman of Governors, The Reverend K. F. Toovey, St. Martin's Vicarage, 53 Surry St., Uxbridge, HA4 7SX.

Closing date for applications—15 March, 1977. Previous applicants are invited to re-apply.

London Allowance Payable.

75 per cent removal expenses and some assistance with accommodation in appropriate cases.

The Woodlands Boys' Comprehensive School
 (1,610 on roll)
 Required September 1977

Deputy Head
 Group 12

The school is well structured, possesses a physical House system and is genuinely unstreamed. Application forms and further particulars from the Headmaster at the school, Broad Lane, Coventry CV5 7PP.

Closing date 14 days after appearance of advertisement.

LONDON BOROUGH OF ENFIELD
 Education Committee
WINCHMORE SCHOOL
 Laburnum Grove, Winchmore Hill, London N21 3HS
 (Mixed Comprehensive, roll 1,400)

SECOND MASTER/MISTRESS
 (Group 11)

Applications are invited for this key post which will be vacant from September 1, 1977, due to the retirement of the present holder.

London allowance payable, £287 per annum.

Temporary housing (up to two years), 100 per cent removal expenses (£400 maximum), relocation costs and lodging allowance where appropriate.

Application forms and further details from the Headmaster (stamped addressed envelope), to whom they should be returned by March 18, 1977.

KENT County Council
Education Department
SWALE DIVISION
 South High School, Sillingbourne
 (New School opening September, 1977). Estimated roll 150 1st year only. Coeducational.

Applications are invited from staff to cover between the following subjects—

English	History
Mathematics	Geography
French	Physical Education
General Science	Art and Craft

Some above scale posts will be available according to qualification and experience.

Application forms and further details (a.s.a. please) from the Headmaster c/o Divisional Education Office, Ave. of Remembrance, Sillingbourne, Kent ME10 4DD.

SECONDARY EDUCATION continued

CRYDDON (London Borough of) SOUTHFIELD SCHOOL (Infants) ... **DEVON** ... **DORSET** ...

DEKSHYSIRE ... **DEYON** ... **DORSET** ...

LONDON ... **NOTTINGHAMSHIRE** ... **DORSET** ...

NEWCASTLE upon Tyne ... **STAFFORDSHIRE** ...



DERBYSHIRE ... **GLoucestershire** ...

GLoucestershire ... **Northamptonshire** ...

Northamptonshire ... **North Yorkshire** ...

North Yorkshire ... **West Yorkshire** ...

West Yorkshire ... **Gloucestershire** ...

Gloucestershire ... **Staffordshire** ...

DERBYSHIRE ... **DEKSHYSIRE** ...

DEKSHYSIRE ... **DORSET** ...

DORSET ... **LONDON** ...

LONDON ... **NOTTINGHAMSHIRE** ...

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North Yorkshire ... **West Yorkshire** ...

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Gloucestershire ... **Staffordshire** ...

Every Friday go into your local newsagent, smile, produce 15p and ask for a copy of The Times Educational Supplement. This is how to avoid argument, injury and be the first to read the TES.

THE TIMES Educational Supplement

Advertisement for 'The Times Educational Supplement' featuring a large 'TES' logo and contact information.

County of Cleveland

SECONDARY SCHOOLS

All Secondary Schools are mixed Comprehensive Schools.

11-16 SCHOOLS

The following vacancies exist at NUNTHORPE SCHOOL (Roll 1,198), Guisborough Road, Nunthorpe, Middleburgh, Cleveland, TS7 0LA. (Tel: Middleburgh 30561.)

SCALE 3 SLOW LEARNING PUPILS

Required for September, 1977, a TEACHER to organise the programs of work for the less academic pupils throughout the full age range.

SCALE 2 ASSISTANT HEAD OF YEAR

Required for September, 1977, a TEACHER to assist the Head of Year 4.

SCALE 1 GIRLS' PHYSICAL EDUCATION

NORTON SCHOOL (Roll 1,019), Berkshire Road, Stockton, Cleveland, TS20 2RD. (Tel: Stockton 557361.)

Required for April, 1977, a teacher for GIRLS' PHYSICAL EDUCATION.

Financial assistance with household removal expenses is available in approved cases. Further details and application forms are obtainable from the Head Teachers at the addresses shown above. Applications by letter should include detailed information regarding education, training, qualifications and experience, together with the names and addresses of three referees.

Letters of application and completed application forms should be submitted direct to the Head Teachers within 14 days of the appearance of this advertisement.



Education Department

Applications are invited from QUALIFIED TEACHERS

for the following vacancies:

CHESHIRE

CHESHIRE EDUCATION COMMITTEE

CORNWALL

CORNWALL EDUCATION COMMITTEE

DEVON

DEVON EDUCATION COMMITTEE

DERBYSHIRE

DERBYSHIRE EDUCATION COMMITTEE

GLoucestershire

GLoucestershire EDUCATION COMMITTEE

Herefordshire

Herefordshire EDUCATION COMMITTEE

Leicestershire

Leicestershire EDUCATION COMMITTEE

Lincolnshire

Lincolnshire EDUCATION COMMITTEE

London

LONDON EDUCATION COMMITTEE

Northamptonshire

Northamptonshire EDUCATION COMMITTEE

Nottinghamshire

Nottinghamshire EDUCATION COMMITTEE

Shropshire

Shropshire EDUCATION COMMITTEE

Staffordshire

Staffordshire EDUCATION COMMITTEE

Warwickshire

Warwickshire EDUCATION COMMITTEE

West Midlands

West Midlands EDUCATION COMMITTEE

Wiltshire

WILTSHIRE EDUCATION COMMITTEE

Worcestershire

Worcestershire EDUCATION COMMITTEE

Yorkshire

YORKSHIRE EDUCATION COMMITTEE

Yorkshire

YORKSHIRE EDUCATION COMMITTEE

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SECONDARY

SANDWELL
Metropolitan Borough of
WEDNESDAY HIGH SCHOOL
Headmaster: Mr. G. J. Hirst

Physical Education

HEALTHY EDUCATION
Physical Education
Headmaster: Mr. G. J. Hirst

Other Posts on Scale 2 and above

GLAUCSTERSHIRE
Headmaster: Mr. G. J. Hirst

Scale 1 Posts

AVON COUNTY
Headmaster: Mr. G. J. Hirst

Religious Education

Headmaster: Mr. G. J. Hirst

Heads of Department

Headmaster: Mr. G. J. Hirst

Other Posts on Scale 2 and above

Headmaster: Mr. G. J. Hirst

Rural Studies

Headmaster: Mr. G. J. Hirst

Other Posts on Scale 2 and above

Headmaster: Mr. G. J. Hirst

Scale 1 Posts

Headmaster: Mr. G. J. Hirst

Science

Headmaster: Mr. G. J. Hirst

Heads of Department

Headmaster: Mr. G. J. Hirst

Other Posts on Scale 2 and above

Headmaster: Mr. G. J. Hirst

Scale 1 Posts

Headmaster: Mr. G. J. Hirst

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Scale 1 Posts

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Religious Education

Headmaster: Mr. G. J. Hirst

Heads of Department

Headmaster: Mr. G. J. Hirst

Other Posts on Scale 2 and above

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Rural Studies

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Scale 1 Posts

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Science

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Other Posts on Scale 2 and above

Headmaster: Mr. G. J. Hirst

Scale 1 Posts

Headmaster: Mr. G. J. Hirst



Unless otherwise stated: Closing date for posts after the appearance of the advertisement.

In respect of Headships and Deputy Headships in all schools, and other posts in primary, middle and special schools, forms available from the Director of Education, Department of Education, Great George Street, Leeds LS1 3AE.

For other posts in secondary and high schools, applications should be made to the headteachers of the schools concerned, giving full details of the ways in which they would be met.

The post reference number should be quoted on all correspondence. Posters for forms and details should be accompanied by a stamped addressed envelope.

First Teaching Appointment: Students seeking head-ship post are advised that registration is now being accepted. Registration forms are available from the above offices. A stamped addressed (return) envelope must be enclosed.

SPECIAL SCHOOLS

DEPUTY HEADSHIP
W. M. ARMLEY LODGE SCHOOL (Inf. on roll: 65: 8-12 years)
Headmaster: Mr. G. J. Hirst

PRIMARY SCHOOLS

HEADSHIP
S. N. LINCOLN GREEN PRIMARY SCHOOL (Inf. on roll: 180: 6-8 years)
Headmaster: Mr. G. J. Hirst

SCALE 3 POSTS

W. M. ARMLEY LODGE SCHOOL (Inf. on roll: 65: 8-12 years)
Headmaster: Mr. G. J. Hirst

HIGH/SECONDARY SCHOOLS

SENIOR MASTER/MISTRESS
S. M. MATTHEW MURRAY HIGH SCHOOL (Inf. on roll: 1,170: 12-18 years)
Headmaster: Mr. G. J. Hirst

SCALE 3 POSTS

W. M. ARMLEY LODGE SCHOOL (Inf. on roll: 65: 8-12 years)
Headmaster: Mr. G. J. Hirst

SCALE 2 POSTS

CHORLTON GREEN SCHOOL (Inf. on roll: 1,065: 13-16 years)
Headmaster: Mr. G. J. Hirst

SCALE 1 POSTS

E. M. FOXWOOD SCHOOL (Inf. on roll: 1,385: 13-18 years)
Headmaster: Mr. G. J. Hirst

SCALE 3 POSTS

W. M. ARMLEY LODGE SCHOOL (Inf. on roll: 65: 8-12 years)
Headmaster: Mr. G. J. Hirst

SCALE 2 POSTS

CHORLTON GREEN SCHOOL (Inf. on roll: 1,065: 13-16 years)
Headmaster: Mr. G. J. Hirst

SCALE 1 POSTS

E. M. FOXWOOD SCHOOL (Inf. on roll: 1,385: 13-18 years)
Headmaster: Mr. G. J. Hirst

SCALE 3 POSTS

W. M. ARMLEY LODGE SCHOOL (Inf. on roll: 65: 8-12 years)
Headmaster: Mr. G. J. Hirst

SCALE 2 POSTS

CHORLTON GREEN SCHOOL (Inf. on roll: 1,065: 13-16 years)
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SCALE 1 POSTS

E. M. FOXWOOD SCHOOL (Inf. on roll: 1,385: 13-18 years)
Headmaster: Mr. G. J. Hirst

Small Health School and Community Centre. (Formerly Bartleby Community School) Group 11: S.P.A. & D.O. Comprehensive, 11-18 Mernd. No. on Roll 1,000. Required for September 1977, or earlier if possible.

HEAD OF DEPARTMENT Scale 4 plus S.P.A. In September, 1977, this new Community School will move into new premises with purpose-built Science accommodation comprising specialist laboratories, a semi-open plan area, with a large resource/stock room and access to a computer terminal. Two laboratory technicians are available to service the department. Further details and application forms may be obtained from the Headmaster, Silverdale Primary School, Silverdale Road, Birmingham B26 3XA, to whom completed applications should be returned by 18th March, 1977. There is a scheme for assistance with removal expenses.

For an application form, please write to the Education Officer (T.32), The County Hall, LONDON SE1 7PB (Telephone 01-633 4262).

SECONDARY continued

Appointments in Scotland

BORDERS
NEWCASTLE SCHOOL, Newmarket Road, Newcastle, Northumberland: Headteacher, Mr. J. D. GARDNER.
NEWCASTLE SCHOOL, Newcastle, Northumberland: Deputy Headteacher, Mr. J. D. GARDNER.
NEWCASTLE SCHOOL, Newcastle, Northumberland: Deputy Headteacher, Mr. J. D. GARDNER.
NEWCASTLE SCHOOL, Newcastle, Northumberland: Deputy Headteacher, Mr. J. D. GARDNER.

LOTHIAN REGIONAL COUNCIL

TEACHING AND ASSISTANT TEACHING for the Lothian Region. Applications should be sent to the Director of Education, Lothian Region, 110 George Street, Edinburgh 1. Applications should be sent to the Director of Education, Lothian Region, 110 George Street, Edinburgh 1.

TRAFFORD

TRAFFORD LOCAL EDUCATION AUTHORITY. Applications for posts should be sent to the Director of Education, Trafford Local Education Authority, 110 George Street, Edinburgh 1.

DEVON

LAURENCE VACHEL SCHOOL, Torquay, Devon: Applications for posts should be sent to the Director of Education, Devon County Council, 110 George Street, Edinburgh 1.

EAST YORKSHIRE

EAST YORKSHIRE COUNTY COUNCIL. Applications for posts should be sent to the Director of Education, East Yorkshire County Council, 110 George Street, Edinburgh 1.

MANCHESTER MIG SPR

MANCHESTER MIGRATION SCHOOL. Applications for posts should be sent to the Director of Education, Manchester Migration School, 110 George Street, Edinburgh 1.

WEST YORKSHIRE

WEST YORKSHIRE COUNTY COUNCIL. Applications for posts should be sent to the Director of Education, West Yorkshire County Council, 110 George Street, Edinburgh 1.

DEVON

DEVON COUNTY COUNCIL. Applications for posts should be sent to the Director of Education, Devon County Council, 110 George Street, Edinburgh 1.

MANCHESTER MIG SPR

MANCHESTER MIGRATION SCHOOL. Applications for posts should be sent to the Director of Education, Manchester Migration School, 110 George Street, Edinburgh 1.

OTHER ASSISTANTS

Applications for other assistant posts should be sent to the Director of Education, 110 George Street, Edinburgh 1.

North-West Essex Area

Bridge Hospital School
 Hatfield Road, Witham
 Group 3(S)

HEAD

For this newly established Hospital School for E.S.N.(S) pupils of all ages with effect from September 1, 1977.
 Closing date March 25, 1977.

Application forms and further details of this post may be obtained from the County Education Officer, P.O. Box 47, Market Road, Chelmsford.

Essex County Council

Metropolitan Borough of Rochdale

RE-ADVERTISEMENT

EDUCATION DEPARTMENT

Headship (Group 5)

Immigrant Education Service

Applicants are invited for suitably qualified and experienced teachers for the above post.

The Head of Service will be responsible for the running of the Authority's Centre for In-Home language teaching for immigrant pupils of secondary age and for the maintenance and development of the Parish-wide Immigrant Education Service. The appointment will be for May 1, 1977.

Further details and application forms are available from the Chief Education Officer, Education Department, Municipal Buildings, Manchester, 2nd Floor, 21, Market Street, Manchester, M2 4EA, to whom they should be returned by Monday, March 21, 1977.

City of Manchester Education Committee

Unless otherwise stated all posts are available from April, 1977, and applications should be returned with further particulars to the Director of Education, Education Department, Municipal Buildings, Manchester, 2nd Floor, 21, Market Street, Manchester, M2 4EA, to whom they should be returned by Monday, March 21, 1977.

SCALE 4	SCALE 1
<p>SMILEY HIGH SCHOOL, St. Michael's Road, Salford, Greater Manchester: Applications for posts should be sent to the Director of Education, City of Manchester Education Committee, 21, Market Street, Manchester, M2 4EA.</p>	<p>ST. MICHAEL'S HIGH SCHOOL, St. Michael's Road, Salford, Greater Manchester: Applications for posts should be sent to the Director of Education, City of Manchester Education Committee, 21, Market Street, Manchester, M2 4EA.</p>

Nottinghamshire

NOTTINGHAMSHIRE COUNTY COUNCIL. Applications for posts should be sent to the Director of Education, Nottinghamshire County Council, 110 George Street, Edinburgh 1.

Other Posts on Scale 2 and above

Applications for other posts on Scale 2 and above should be sent to the Director of Education, 110 George Street, Edinburgh 1.

Special Education

Applications for special education posts should be sent to the Director of Education, 110 George Street, Edinburgh 1.

Other Posts on Scale 2 and above

Applications for other posts on Scale 2 and above should be sent to the Director of Education, 110 George Street, Edinburgh 1.

Headships

Applications for headship posts should be sent to the Director of Education, 110 George Street, Edinburgh 1.

Headships

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Scale 1 Posts

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SURREY-CHARTERHOUSE

Required for April, 1977

TEMPORARY MATHEMATICIAN

for one term.

Candidates should be able to teach Mathematics to all levels including Secondary and University Entrance.

Please submit applications, giving curriculum vitae and details of extra curricular interests to the Headmaster, Charterhouse, Godalming, GU7 2DU.

MATHEMATICIAN-PERMANENT

appointment from September, 1977.

Although a temporary master is needed during the Summer Term, there will be a vacancy for a more permanent appointment from September. Applications are invited also to be made out of school hours.

PREPARATORY Other Assistants continued
CHESHIRE
CLAYTON
DORSET
GLAVES PREPARATORY SCHOOL
DORSET
GLAVES PREPARATORY SCHOOL
DORSET
GLAVES PREPARATORY SCHOOL

NORTHAMPTONSHIRE
L.A.P.S. school requires a fully qualified teacher for inclusion in Mathematics and English and for 11+ papers. Salaries can be up to £2,500 per annum.

CROYDON
LONDON
LONDON
LONDON
LONDON
LONDON
LONDON
LONDON

WE KNOW TEACHERS

The most effective way of reaching secondary school teachers is through The Times Educational Supplement.

Research shows that 70% of all state secondary school teachers with buying and/or recommending responsibility for school equipment read the TES.

So if you want to tell teachers about anything from a test tube to a complete set of classroom furniture, use the TES.

Phone Dennis Styles in London on 01-837 1234 or Advertisement Manager in Scotland on 031-225 6875 and get all the facts and figures.

The Times Educational Supplement.

Source: Primary and Secondary Education Reader Survey, L. Harris, 1972

Colleges of Further Education
Herts College
Hertfordshire
Hertfordshire
Hertfordshire

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COLLEGES OF FURTHER EDUCATION continued
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LONDON

London College of Printing
Head of School for Graphic Reproduction
Principal Lecturer
Due to retirement, this vacancy will occur in September 1977.

Further particulars and application form (returnable within 14 days) may be obtained from the Senior Administrative Officer of the College, Elephant and Castle, London SE1 6SS.

SURREY COUNTY COUNCIL
GUILDFORD COUNTY COLLEGE OF TECHNOLOGY
Stoke Park, Guildford, Surrey
Principal: E. L. Eilsson, B.Sc., A.R.C.S. C.Eng., M.I.Mech.E.

Head of Department
SCIENCE & ELECTROTECHNOLOGY
Grade V
Required for 1 September, 1977
Salary scale: £7,707-£8,583 (plus London Fringe payment of £150).

North London College,
Cendon Road, N7
Lecturers (Grade 1)
Department of Science and Engineering
Lecturer 1—Mathematics and Physics
Required to teach "O" level standard to full and part-time students.

Universities
BOTSWANA AND SWAZILAND
THE UNIVERSITY
UNIVERSITY COLLEGE OF SWAZILAND
Applications are invited for the post of Lecturer in ACCOUNTING. Applicants should have qualifications and experience in Accounting and a minimum of 5 years' teaching experience with a least combination of qualifications and qualifications in the field of Accounting.

ST. PATRICK'S COLLEGE, MAYNOOTH
(Recognized College of the National University of Ireland)
Applications are invited for the following posts:
SYSTEM PROGRAMMER ADVISER
The College has recently installed a PDP-11/34 computer system with video terminal and teleprocessing facilities. We now seek to appoint a person to run the facility. The duties will include the provision of an efficient computer service to students and staff, and also some information handling and advisory duties. (Further details may be obtained from President's Office.)
DATA PROCESSING ASSISTANT
The duties will include operating the system, reception, typing, key punching, and general secretarial work. No experience of Computers necessary.
Salary Scales:
System Programmer/Adviser: £4,201-£5,834 p.a.
Data Processing Assistant: £1,991-£2,803 p.a.
Closing date for applications: 15th April, 1977.

COUNTY OF NORTH YORKSHIRE
LIDGETT GROVE SCHOOL ESN(S)
ACOMB, YORK
HEAD TEACHER (GROUP 6S)
(readvertisement)
The post of Head of this school will become vacant on 1 September, 1977, on the retirement of the present Head.
Lidgett Grove School is situated in the urban area of York. There are currently 81 severely handicapped children on roll including 20 who attend the Special Care Unit. Applications already received for this post will not be considered.
Further details and application form (to be returned by 14 March, 1977) from the County Education Officer, County Hall, Northcliffe, DLY 8AE.

WOLVERHAMPTON
WOLVERHAMPTON COLLEGE OF ARTS AND DESIGN
Applications are invited for the post of Lecturer in WOMEN'S CLOTHING. The successful candidate should be able to teach and supervise students in the design and construction of women's clothing. The successful candidate should have a minimum of 5 years' teaching experience in the field of Women's Clothing.
Salary Scale: Lecturer III £5,297 to £6,207 (plus £1,000 London Fringe).
Closing date for applications: 15th April, 1977.

WOLVERHAMPTON
WOLVERHAMPTON COLLEGE OF ARTS AND DESIGN
Applications are invited for the post of Lecturer in ACCOUNTING. Applicants should have qualifications and experience in Accounting and a minimum of 5 years' teaching experience with a least combination of qualifications and qualifications in the field of Accounting.
Salary Scale: Lecturer III £5,297 to £6,207 (plus £1,000 London Fringe).
Closing date for applications: 15th April, 1977.

To teach in the Army, a first class degree may not be enough.

Your academic qualifications may suggest that you'll be a good teacher. But your degree is no proof that you'll make a good officer.

And as far as we're concerned, that's what really matters, especially as you'll have to gain the respect of a tough bunch of soldiers. Although you'll seldom be expected to lead them into action, the Army must be sure you have the capabilities to do so.

your studies, which could include a postgraduate year at a university. Similar opportunities also exist for women applicants. And the chances are you could spend some time abroad. You must be medically fit, under 29, and ideally a graduate with a postgraduate qualification in education or other relevant discipline, although applications are accepted from non-qualified teachers.

Naturally, you'll want to give the matter a great deal of thought. In help you, we can arrange for you to talk with some RAEC Officers and to pay a three-day visit to our headquarters, or spend a day at an Army Education Centre in your vicinity.

Entry normally takes place in January and August and you are advised to apply at least 6 months in advance. The first step though is to write for an application form giving brief details to: Major A. E. P. Petric, MA, RAEC, Ministry of Defence (A Ed 1a), (Dem N8), Empress State Building, Lillie Road, SW6 6TR.



UNIVERSITIES: Appointments continued. DURHAM: THE UNIVERSITY OF DURHAM. The Department of Education and Social Science is seeking applications for the post of Lecturer in Education. The successful candidate will be expected to teach and supervise student teachers in the Department of Education and Social Science. The salary is £10,000 per annum.

LEBANON: Overseas: Teaching position available in the Department of Medical Engineering, American University of Beirut, Lebanon. October 1977. Salary £12,000 per annum.

MICHIGAN: INDUSTRIAL MECHANICAL and related courses. The Department of Industrial Engineering is seeking applications for the post of Lecturer in Industrial Engineering. The successful candidate will be expected to teach and supervise student teachers in the Department of Industrial Engineering. The salary is £10,000 per annum.

LONDON: THE UNIVERSITY OF LONDON. Institute of Education. The Department of Education and Social Science is seeking applications for the post of Lecturer in Education. The successful candidate will be expected to teach and supervise student teachers in the Department of Education and Social Science. The salary is £10,000 per annum.

UNIVERSITIES: Appointments continued. NOTTINGHAM: THE UNIVERSITY OF NOTTINGHAM. The Department of Education and Social Science is seeking applications for the post of Lecturer in Education. The successful candidate will be expected to teach and supervise student teachers in the Department of Education and Social Science. The salary is £10,000 per annum.

LONDON: THE UNIVERSITY OF LONDON. The Department of Education and Social Science is seeking applications for the post of Lecturer in Education. The successful candidate will be expected to teach and supervise student teachers in the Department of Education and Social Science. The salary is £10,000 per annum.

WESTMIDLANDS: THE UNIVERSITY OF WESTMIDLANDS. The Department of Education and Social Science is seeking applications for the post of Lecturer in Education. The successful candidate will be expected to teach and supervise student teachers in the Department of Education and Social Science. The salary is £10,000 per annum.

UNIVERSITY OF BRISTOL: The Department of Education and Social Science is seeking applications for the post of Lecturer in Education. The successful candidate will be expected to teach and supervise student teachers in the Department of Education and Social Science. The salary is £10,000 per annum.

UNIVERSITIES: Appointments continued. BRISTOL: THE UNIVERSITY OF BRISTOL. The Department of Education and Social Science is seeking applications for the post of Lecturer in Education. The successful candidate will be expected to teach and supervise student teachers in the Department of Education and Social Science. The salary is £10,000 per annum.

LONDON: THE UNIVERSITY OF LONDON. The Department of Education and Social Science is seeking applications for the post of Lecturer in Education. The successful candidate will be expected to teach and supervise student teachers in the Department of Education and Social Science. The salary is £10,000 per annum.

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COLLEGES OF HIGHER EDUCATION: STURTON COLLEGE. The Department of Education and Social Science is seeking applications for the post of Lecturer in Education. The successful candidate will be expected to teach and supervise student teachers in the Department of Education and Social Science. The salary is £10,000 per annum.

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CENTRAL REGIONAL COUNCIL: THE CENTRAL REGIONAL COUNCIL. The Department of Education and Social Science is seeking applications for the post of Lecturer in Education. The successful candidate will be expected to teach and supervise student teachers in the Department of Education and Social Science. The salary is £10,000 per annum.

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LONDON BOROUGH OF WANDSWORTH: THE ROYAL PHILANTHROPIC REDHILL, SURREY. The above is a complex of three separate establishments on the same campus, including a Community Home School (70 boys), Regional Assessment Centre (52 boys) and an Intensive Care Unit (28 boys).

COMMUNITY HOME SCHOOL: COMMUNITY HOME SCHOOL. The above is a complex of three separate establishments on the same campus, including a Community Home School (70 boys), Regional Assessment Centre (52 boys) and an Intensive Care Unit (28 boys).

TECHNICAL TEACHER (BRICKWORK): TECHNICAL TEACHER (BRICKWORK). The above is a complex of three separate establishments on the same campus, including a Community Home School (70 boys), Regional Assessment Centre (52 boys) and an Intensive Care Unit (28 boys).

KINGSWOOD SCHOOLS BRISTOL: KINGSWOOD SCHOOLS BRISTOL. The above is a complex of three separate establishments on the same campus, including a Community Home School (70 boys), Regional Assessment Centre (52 boys) and an Intensive Care Unit (28 boys).

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University of Riyadh College of Nursing Sciences. You are invited to participate in the creation of a new college in Riyadh-Kingdom of Saudi Arabia. This college of nursing sciences needs staff members in the following departments with the capabilities mentioned below: Foundation of Nursing: Professor, Associate Professor, Lecturer. Community Health: Professor, Associate Professor, Assistant Professor. Nutrition: Associate Professor, Assistant Professor. English: Associate Professor, Assistant Professor, Lecturer. Human Anatomy: Associate Professor, Assistant Professor, Lecturer. Human Physiology: Associate Professor, Assistant Professor, Lecturer. Biology: Professor, Associate Professor, Assistant Professor, Lecturer. Biochemistry: Associate Professor, Assistant Professor. Pathology: Associate Professor, Assistant Professor, Lecturer.

UNIVERSITIES: Appointments continued. WESTMIDLANDS: THE UNIVERSITY OF WESTMIDLANDS. The Department of Education and Social Science is seeking applications for the post of Lecturer in Education. The successful candidate will be expected to teach and supervise student teachers in the Department of Education and Social Science. The salary is £10,000 per annum.

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KENT County Council Education Department. Adult Education Centre Tunbridge Wells. Head of Art & Craft Lecturer II. Required for September, 1977, to take charge of this large re-appointment, providing a comprehensive range of courses, with excellent studio and workshop facilities. The applicant should have high qualifications in Fine Art and preferably a teaching diploma. An experienced person is sought who is committed to the teaching and practice of a fine art with adult students and have a sound understanding of the various areas of study in an art and crafts department. Relevant organising experience and a broad interest in the development of adult education would be a recommendation.

COLLEGES OF HIGHER EDUCATION: STURTON COLLEGE. The Department of Education and Social Science is seeking applications for the post of Lecturer in Education. The successful candidate will be expected to teach and supervise student teachers in the Department of Education and Social Science. The salary is £10,000 per annum.

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WESTHILL COLLEGE KELLY OAK, BIRMINGHAM, B29 6LJ. Principal: Alan G. Hunsford, M.Ed., F.R.N.S. HEAD OF DEPARTMENT OF COMMUNITY and YOUTH STUDIES. Applications are invited from well-qualified and experienced men and women for this important post at Westhill College. The appointment will take effect from 1st September, 1977. The vacancy arising with the retirement of Dr. Fred Hunsford at the end of the current academic session. A graduate in Sociology may be desirable but this is not necessary. The Department is the largest training unit in the country for Community and Youth Work with courses at Certificate and advanced Diploma level plus involvement in R.E.D. degree courses in teacher education. The College is sponsored by the Free Churches and is a member of the Federation of St. Mark's Colleges. Salary scale for this post according to the Birmingham F.F. Report at Head of Department Grade IV level. Closing date for applications 31st March, 1977.

KENT County Council Education Department. Adult Education Centre Tunbridge Wells. Head of Art & Craft Lecturer II. Required for September, 1977, to take charge of this large re-appointment, providing a comprehensive range of courses, with excellent studio and workshop facilities. The applicant should have high qualifications in Fine Art and preferably a teaching diploma. An experienced person is sought who is committed to the teaching and practice of a fine art with adult students and have a sound understanding of the various areas of study in an art and crafts department. Relevant organising experience and a broad interest in the development of adult education would be a recommendation. Further details and forms of application from: The Principal, The Adult Education Centre, Monson Road, Tunbridge Wells, Kent, returnable by 14 March (8A2).

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Youth and Community Service

BRISTOL: YOUTH WORKER... The work of the Bristol Youth Centre...

GLUCKSTEINWORK: YOUTH AND COMMUNITY SERVICE... Sutton Coldfield...

HAMPSPHIRE: YOUTH AND COMMUNITY SERVICE... Southampton...

LANCASHIRE: YOUTH AND COMMUNITY SERVICE... Bolton...

LONDON: YOUTH AND COMMUNITY SERVICE... Various youth projects in London...

OXFORDSHIRE: YOUTH AND COMMUNITY SERVICE... Oxford...

RENTA: YOUTH AND COMMUNITY SERVICE... Rental services for young people...

YOUTH AND COMMUNITY SERVICE YOUTH AND COMMUNITY WORKER SUTTON COLDFIELD (£3,654-£4,128 plus £312)

Youth and Community Officer 24,419-£5,007 Inclusive Working

SURREY COUNTY COUNCIL

ROYAL BOROUGH OF KINGSTON UPON THAMES EDUCATION DEPARTMENT YOUTH AND COMMUNITY SERVICE

Youth and Community Worker (Male/Female) £3,951-£4,428 p.a. inclusive of London weighting...

GLUCKSTEINWORK: YOUTH AND COMMUNITY SERVICE SUTTON COLDFIELD (£3,654-£4,128 plus £312)

OVERSEAS TEACHING POSTS INSPECTOR OF ENGLISH (Oman) Ministry of Education, Sir

THE BRITISH COUNCIL TEACHER FOR GENERAL SCIENCE AND TECHNICAL DRAWING TEACHER FOR BOYS' CRAFTS

Overseas Appointments SUMMER TEACHING IN MUNICI TEACHERS of British nationality are invited to apply for temporary posts...

TWO ASSISTANT PRIMARY TEACHERS (Oman) Musical English-Speaking Primary School

MATERIALS PRODUCER (ELT) (Oman) Ministry of Education (English Department) Music

BRITISH FAMILIES EDUCATIONAL SERVICE (BFES) NORTH WEST EUROPE AREA Educational Psychologist

Head Teacher for Primary School Zambia A Head Teacher is required for the Mino School attached to the Mambwa Colliery...

THE CENTRE FOR BRITISH TEACHERS LIMITED GERMANY The Ministries of Education of Nordrhein-Westfalen, Niedersachsen and Bremen/Bremerhaven require British teachers...

THE CENTRE FOR BRITISH TEACHERS LIMITED GERMANY The Ministries of Education of Nordrhein-Westfalen, Niedersachsen and Bremen/Bremerhaven require British teachers...

OVERSEAS Appointments continued MEXICO: INTERNATIONAL BILINGUAL SCHOOL

TEACHING ENGLISH JAPAN International Japanese School

INTERNATIONAL SCHOOL OF THE MARCHI ISLANDS

AFRICA: INTERNATIONAL SCHOOL OF THE MARCHI ISLANDS

IRAN: TEACHERS for qualified TEACHERS for primary and junior secondary schools...

ALBANY: TEACHERS for qualified TEACHERS for primary and junior secondary schools...

MOROCCO: TEACHERS for qualified TEACHERS for primary and junior secondary schools...

AFRICA: INTERNATIONAL SCHOOL OF THE MARCHI ISLANDS

MINISTRY OF DEFENCE Primary Teaching Appointments for September 1977 Applications are invited from appropriately qualified and experienced teachers for the following appointments...

SULTANATE OF OMAN TECHNICAL TRAINING OFFICERS Oman Air Force Applicants are invited from suitably qualified professional aeronautical engineers...

U.S.A.
Franklin School,
The Anglo-American School
of New York
Applications are invited for two
Teaching Fellowships
tenable for two years from August 1977. The appointments
involve the development of an S.M.P. mathematics course
to 'O' level G.C.E., and teaching an International
Baccalaureate course (subsidiary level) in mathematics.
Franklin School is a private co-educational High School
with 200 students in grades 8-12. The school has only
recently become an Anglo-American school and the
majority of students are U.S. nationals.
Candidates must be single, graduates or certified teachers,
and must have at least two years' experience teaching
maths at both 'O' and 'A' levels. The Fellowships are
valued at approximately \$9,000 p.a. tax free, plus allowances
totalling \$1,000.
For further information contact Mr. John Perkes, Head-
master, The International School of London, Crowndale
Road, London, N.W.1.

SAUDI ARABIA
MARRIED COUPLE
INFANTS/JUNIORS
A major international construction company is develop-
ing a large residential camp for expatriate workers em-
ployed on the Jubail Harbour Project, 56 miles north of
Dhahran, Saudi Arabia. The camp will consist as part
of the comprehensive facilities a school, one section of
which will be for British and English speaking Arab
children, numbering initially 20 in the age range 5-11.
A married couple, able to share the teaching of these
children, is required to take up duty by mid-April 1977.
Imagination, initiative, flexibility, and the ability to work
in an independent capacity are the qualities required.
TERMS
One year contract (renewable) not less than £7,500 per
annum per teacher tax free, superb free furnished,
equipped, air conditioned housing, terminal gratuity,
economy class air passages London/Dhahran/London.
Apply immediately with brief curriculum vitae for applica-
tion form and further information to the:
Correspondent JHP
c/o New English School, P.O. Box 6168
Ruwali, Kuwait, Arabian Gulf

Gesamthochschule Wuppertal
Es ist sofort zu besetzen:
Im Fachbereich 4—
Sprach—und Literaturwissenschaften
die Stelle eines
LEKTORS
(H I LBeag NW/Verg.—Gruppe Ila BAT)
Im Fach Anglistik.
Aufgabenbereich:
Lehrfähigkeit im Bereich der sprachpraktischen
und ggf. literaturwissenschaftlichen
Ausbildung; Mitwirkung bei Korrektur und
Übersetzung.
Qualifikation:
Abgeschlossenes Hochschulstudium in
Sprach- und/oder Literaturwissenschaften;
TESOL oder TEFL; gute Deutschkenntnisse.
Einstellungsvoraussetzungen:
Für die Stellen in den integrierten Studi-
engängen.
Von den Bewerbern wird Mitarbeit bei der
Fortentwicklung integrierter Studiengänge
erwartet, sowie ein hohes Mass an Kooper-
ationswillen im Rahmen dieser Studi-
engänge.
Bewerbungen sind mit Lebenslauf, Zeugnis-
kopien, Schriitenverzeichnis und ggf. Ver-
zeichnis der bisherigen Lehrveranstaltungen
bis zum 1.4.1977 zu richten an den Dekan
des Fachbereiches 4, Gausstrasse 20, 5600
Wuppertal 1.

OVERSEAS
Appointments
Mexico—Teaching School of
Education in Mexico City. The
school seeks to recruit teachers
for the following subjects:
English, Mathematics, Science,
History, Art, Music, Physical
Education, Spanish, and
Civics. The school is a
private co-educational school
with 200 students in grades
8-12. The school has only
recently become an Anglo-
American school and the
majority of students are U.S.
nationals. Candidates must
be single, graduates or certified
teachers, and must have at
least two years' experience
teaching at both 'O' and 'A'
levels. The Fellowships are
valued at approximately \$9,000
p.a. tax free, plus allowances
totalling \$1,000.
For further information contact
Mr. John Perkes, Headmaster,
The International School of
London, Crowndale Road,
London, N.W.1.

General
BURHAM
Applications are invited for the
post of **Head of Junior School**.
The successful candidate will
be responsible for the overall
management of the school and
will have to report to the
Headmaster. The school has
120 pupils in 6 classes. The
post is a full-time position
with a salary of £2,800 p.a.
plus £312 supplement. The
post is vacant from 1st April
1977. Applications should be
sent to the Headmaster, The
School, Burham, Oxfordshire,
OX10 3LH.

ROUCESTERSHIRE
LEONARD
Applications are invited for the
post of **Head of Junior School**.
The successful candidate will
be responsible for the overall
management of the school and
will have to report to the
Headmaster. The school has
120 pupils in 6 classes. The
post is a full-time position
with a salary of £2,800 p.a.
plus £312 supplement. The
post is vacant from 1st April
1977. Applications should be
sent to the Headmaster, The
School, Leonard, Leicestershire,
LE13 8JH.

WOLVERHAMPTON BOROUGH COUNCIL
EDUCATION DEPARTMENT
CHILD CARE
Applications are invited for the
post of **Head of Child Care**.
The successful candidate will
be responsible for the overall
management of the department
and will have to report to the
Director of Education. The
department has 12 staff and
120 children. The post is a
full-time position with a
salary of £3,500 p.a. plus
£312 supplement. The post
is vacant from 1st April 1977.
Applications should be sent
to the Director of Education,
Wolverhampton Town Hall,
Wolverhampton, West Midlands,
B1 1RH.

General
LIBRARIANS
Applications are invited for the
post of **Head Librarian**. The
successful candidate will be
responsible for the overall
management of the library
and will have to report to the
Headmaster. The library has
12,000 books and 12 staff.
The post is a full-time
position with a salary of
£2,800 p.a. plus £312
supplement. The post is
vacant from 1st April 1977.
Applications should be sent
to the Headmaster, The
School, Burham, Oxfordshire,
OX10 3LH.

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supplement. The post is
vacant from 1st April 1977.
Applications should be sent
to the Headmaster, The
School, Burham, Oxfordshire,
OX10 3LH.

Metropolitan Borough of
WIRRAL
CAREERS
OFFICER
£2,127-£3,282
(bar at £2,853) plus £312
Applications, preferably from qualified or
experienced persons, for this temporary
post (to end of September).
Further details and application forms from
the Director of Education, Municipal
Offices, Cleveland Street, Birkenhead,
Merseyside, returnable by 18 March.

Doncaster Metropolitan
Borough Council
Education Services
CAREERS
TEAM LEADER
£01, £4,239 to £4,545, plus £312 supplement
To lead the team approach to careers preparation
and individual guidance, to negotiate and supervise
the timing and implementation of the team's con-
tribution in the vocational institutions and public
offices, with appropriate time management duties, and
to undertake an agreed percentage of a professional
case load. Applicants should have a professional
qualification, teaching certificate, or similar qualification
and appreciable relevant experience as a Careers
Officer, preferably in a senior post. Possession of a
Diploma in Careers Guidance an added advantage.
Assistance with housing and removal expenses in
appropriate cases.
Application forms and further details from the Chief
Executive Personnel Section, 21 Priory Place, Don-
caster N1 1BN (Telephone Doncaster 20321). Closing
date for applications is March 18, 1977.

WOLVERHAMPTON BOROUGH COUNCIL
EDUCATION DEPARTMENT
SECTION LEADER
to share in the management of the
CAREERS SERVICE
and lead a team of five Careers Officers undertaking
the full range of guidance work, having particular
responsibility for coordinating and developing contact
with employers and for the internal and external
promotion of occupational information.
Salary, Senior Officer Range 1
(£4,551 to £4,857 including supplement)
Further particulars from the Chief of Education, Educa-
tion Offices, St John's Square, Wolverhampton (Tel
2781), Ext 2851, to whom applications should be
submitted as soon as possible.

Hampshire
CAREERS ADVISER
FAREHAM
Up to £3,703 plus £312
Applications are invited from suitably qualified persons
who will work at FAREHAM in the South East of Hamp-
shire. Salary grade is A1-2.4. Assistance available
for removal, legal and other expenses and married
officers may receive subsistence allowance if absent
from home during duty.
Twenty-four hours assistance service for application
forms (and further details). Please telephone Win-
chester 4411, ext. 313 during office hours, or Win-
chester 3532 after office hours quoting reference 5020
(AA), or write to County Personnel Officer, The Castle,
Winchester. Returnable by March 21, 1977.

CITY OF
BIRMINGHAM POLYTECHNIC
DEPUTY SECRETARY'S DIVISION
FINANCE
OFFICER
£4,689-£5,250
+ £312 supplement
To be responsible to the Deputy Secretary for all finan-
cial matters relating to the Polytechnic. Candidates
should possess appropriate qualifications, a wide know-
ledge of Local Government Finance, and a
Further details and application forms to be returned
by March 17, 1977, from: The Personnel Officer, City
of Birmingham Polytechnic, Room A6, B57G, Perry
Barr, Birmingham B42 2SU. Telephone (021) 358
6911, ext. 217.

SCHOOLS COUNCIL
Secretary to the
Committee for Wales
Applications are invited from teachers and others with
recent experience of senior posts in schools, colleges
or educational administration for the post of Secre-
tary to the Schools Council Committee for Wales. The
post involves responsibility, subject to the oversight
of the joint secretaries of the Council, for the work
of the Cardiff Office, for servicing the Committee for
Wales and its sub-committees, and for guiding Coun-
cil research and development projects based in Wales.
An ability to speak Welsh would be an advantage in
the post.
Present salary on the scale £6,625 to £8,250 with shar-
ing salary according to experience. Pay supplement of
£312 in addition.
Appointment to be for two years, from 1 September,
1977, in the first instance, with the possibility of the
period being extended to three years. Secondment
may be arranged with the agreement of personal em-
ployer.
Further information and application forms may be
obtained from Mr. D. H. Allen, Schools Council, 100
Hazel Portland Street, London W1N 6LL. Tel. 01-500
0352 Ext 351. Closing date Wednesday, 23 March, 1977.

HEALTH EDUCATION
STUDIES UNIT
Chief Educational
Research Officer
The Unit will begin work in October 1977 and be
located at Hughes Hall, Cambridge. It has been
established for an initial five year period.
The C.E.R.O. will be responsible, under the overall
direction of the Unit's Principal and the Council's
Education Committee, for the full of the Unit's
work involving health education in schools. The
person appointed will need to be able to develop
detailed proposals for this work, but in general
terms it will include investigation of existing prac-
tices and curricula with reference to health edu-
cation and the development and evaluation of new
procedures. Liaison with, and courses for, teachers
will also be a part. The C.E.R.O. will also deputise
for the Principal as necessary.
A relevant first degree, extensive experience in
teaching, educational services and curriculum
development, and the ability to lead a small team
and work closely with others, are essential. Ex-
perience with the in-service training of teachers or
in educational research would be an advantage.
Salary: Principal Officer 1 Upper (£5,406 to £8,057)
plus £312 supplement or secondment salary if
appropriate.
Application forms, which should be
returned by 14th March, and
further details are available from:
The Office Manager,
The Health Education Council,
78 New Oxford Street,
London WC1A 1AH.

Cumbria
Careers
Officers
£3,234 to £3,594
Workington and Barrow-in-Furness
Candidates should possess a Degree,
Diploma in Careers Guidance or equivalent
qualification and preferably have completed
a course of professional training for the
Careers Service.
Further particulars and application forms for
both posts, returnable by 14th March, from
the Director of Education, 5 Portland Square,
Carlisle.

HM Inspectors
of Schools
Applications are invited from men and women, preferably aged
between 35 and 45, for appointment in England as
HM Inspectors working mainly in the field of SECONDARY
EDUCATION. HM Inspectors provide a service of pro-
fessional advice to the Department of Education and
Science. Their work includes inspecting and advising
schools, consulting with local authorities and organising courses
of teaching English or Mathematics in primary and secondary
schools and should be fully conversant with current ideas and
developments in their particular field.
Starting salary within the range £5,125 to £8,415 (higher in London).
Supplement under the Government's pay policy payable up to
£2,500 (higher posts are normally filled by promotion).
Application forms (to be returned by 18 March) may be obtained
from Miss E. C. Taylor, Department of Education and Science,
81 Cockspur Street, London SE1 7PH, telephone (01) 222
8222 ext. 2237. Please quote 5/77E.
DEPARTMENT OF EDUCATION AND SCIENCE

HM Inspectors
of Schools
Secondary Education
Applications are invited from men and women, preferably aged
between 35 and 45, for appointment in England as
HM Inspectors working mainly in the field of SECONDARY
EDUCATION. HM Inspectors provide a service of pro-
fessional advice to the Department of Education and
Science. Their work includes inspecting and advising
schools, consulting with local authorities and organising courses
of teaching English or Mathematics in primary and secondary
schools and should be fully conversant with current ideas and
developments in their particular field.
Starting salary within the range £5,125 to £8,415 (higher in London).
Supplement under the Government's pay policy payable up to
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Application forms (to be returned by 18 March) may be obtained
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81 Cockspur Street, London SE1 7PH, telephone (01) 222
8222 ext. 2237. Please quote 4/77E.
DEPARTMENT OF EDUCATION AND SCIENCE

BEC BUSINESS
EDUCATION
COUNCIL
BEC OFFICERS
The Business Education Council invites applications for
a new post as a BEC Officer. The Officer, who will join
a team of four already in post, will be based in London
but travel extensively in England, Wales and Northern
Ireland. BEC Officers have a major responsibility for
liaison between BEC and Colleges and are key figures
in planning and coordinating the work of the BEC course
developing and visiting Boards. The appointments are
permanent but a period of secondment of not less than
three years might be considered.
Appointments will be made to one of three salary scales
within the range £5,500 to £7,200 depending upon present
position, salary and relevant experience.
Further information and application forms from:
The Chief Officer (O),
Business Education Council, 78, Portland Place,
LONDON, W1N 4AA,
for return by 25 March, 1977.

Cumbria
Careers
Officers
£3,234 to £3,594
Workington and Barrow-in-Furness
Candidates should possess a Degree,
Diploma in Careers Guidance or equivalent
qualification and preferably have completed
a course of professional training for the
Careers Service.
Further particulars and application forms for
both posts, returnable by 14th March, from
the Director of Education, 5 Portland Square,
Carlisle.

Miscellaneous

ESSEX... ON THIRTY-NINE... THE SUCCESSFUL CANDIDATE WILL BE INVITED TO A RECEPTION...

Outdoor Education

LANGDALE OUTDOOR EDUCATION CENTRE... LANGDALE, LEICESTERSHIRE... 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100.

English for Special Purposes

ENGLISH FOR SPECIAL PURPOSES... THE SUCCESSFUL CANDIDATE WILL BE INVITED TO A RECEPTION...

Appointments Wanted

FRANCE... THE SUCCESSFUL CANDIDATE WILL BE INVITED TO A RECEPTION...

Educational Courses

EDUCATION FOR UNDERSTANDING... THE SUCCESSFUL CANDIDATE WILL BE INVITED TO A RECEPTION...

Personal Announcements

AGENCY REQUIRES... THE SUCCESSFUL CANDIDATE WILL BE INVITED TO A RECEPTION...

Home Exchange Holidays

SWISS CANADA HOLIDAY... THE SUCCESSFUL CANDIDATE WILL BE INVITED TO A RECEPTION...

Properties for Sale and Wanted

SWISS CANADA HOLIDAY... THE SUCCESSFUL CANDIDATE WILL BE INVITED TO A RECEPTION...

Typing and Duplicating

CONTACT EITHER FOR CURRENT... THE SUCCESSFUL CANDIDATE WILL BE INVITED TO A RECEPTION...

Public Notices

INTERNATIONAL... THE SUCCESSFUL CANDIDATE WILL BE INVITED TO A RECEPTION...

Publicity Manager

THOMAS NELSON & SONS LTD. PUBLICITY MANAGER... We wish to appoint a Manager who will be responsible for the administration of our Publicity Department...

Summer Teaching Vacancies

ENGLISH AS A FOREIGN LANGUAGE... We shall be taking on extra staff in our Centres in Bournemouth, Brighton and Edinburgh...

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That old pagan magic

Patrick Carnegy on 'Der Freischütz' and 'The Royal Hunt of the Sun'

Wagner's great opera Der Freischütz has not been seen at Covent Garden since 1962. Fifteen years without the Wolf's Glen is almost as serious as the con-year 'ad und leer das Meer' which had to be endured before the restoration of Tristan in 1971.

Freischütz's kind had instructed his ill-fated knight—The Hohenstaunens just after the Thirty Years War (that is about 1650). The physical and spiritual exhaustion of that time offers an immediate point of contact to the post-Napoleonic years, as no less to our own age.

leaves too many opportunities untaken. René Kella plainly enjoyed the holiday from his Hohenstaunens repertoire and sang with his habitual unfurred tone and refreshingly direct musicality.

But that is just not sufficient. The operable one that the opera is in itself. That is a high standard to set and one feels that the failure was in the choice of the music. This effectively eliminated the all-important difference between the consolation afforded by folk-song ('Leise, leise', etc.) and that, in the third act, in her wedding song, by prayer, 'O Gott, die Wälder'.

Ladies in their own right

Nicolas Walter on television

Eleanor Marx BBC2 in January. The Velvet Glove BBC2, Wednesday. The gravest interest in the place of women is having an effect in schools and universities, and also on radio and television.

Songspiel

John Peter on theatre

The current lunchtime show at the Rank Garden, in Covent Garden, is the sort of thing that makes London such an effective place to live in. It is a show that has content, imagination and style; and it goes with the way you get when people's hearts are in what they are doing.

Expanding horizons

Christopher Griffin-Beale

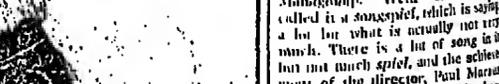
BBC Enterprises have re-designed their Phi and Video Catalogue in four elegant, slimline volumes: 'Health & Social Studies', 'Science & Technology', 'Commerce & Industry', and 'Educational Studies'.

Requiem aeternam

Passion. Sunday this year will see choirs from all nine independent Quaker schools in England singing part of the Roman Catholic liturgy in the Anglican York Minster.

Anguish and innocence

The record compiles are as anxious as the rest of the commercial world to vaunt their wares. Fortunately, they confine their worst promotional excesses to the popular field.



Léon Bakst was one of the greatest stage designers of all time: his work is as fresh now as it was in 1908, when he invented this costume for Solome (to be danced by Ida Rubinstein). Theatrical enthusiasts and Editors who are about to publish a two-price critical anthology of Bakst's most famous designs (Bakst, Academy Editions £2.95, 85/670 311 77)

Viewpoint

The Viewpoint saga continues its contentious course. All 10 programmes from this Thames Television series are to be shown at the ILEA's Cockpit Theatre—the first five on March 7 and the rest on March 21. The series is also likely to be shown in discussion at the Centre of Contemporary Arts on May 12, when censorship in broadcasting is to be debated.

Phonic boosts or structured progress

Cherida Mares on reading programmes

Although The Electric Company (for children with reading difficulties) is listed in the BBC's annual programme as being suitable for nine-to-14-year-olds, it is more common to find the series used in primary schools and with younger children in middle schools than in the secondary sector.

New sites for old and expanding industries

Sue Lynas

The Clyde Estuary 16 minutes. New Covent Garden—Europe's Super Market 20 minutes. Both films 16mm colour, sound. Distributed by Gateway (FSI, Bristol).

Briefings

Radio and tv

Further education and general interest

What Right Have You? 15 minutes. 15.30 VHF 41. 'Job Security' looks at the circumstances in which an employer can dismiss an employee and of 'unfair dismissal'. AAs how disputes in this field are resolved.

Pollution and erosion

Derrick Golland

Air, 2 minutes. Face of the Earth, 17 minutes. Offshore, 20 minutes. All 16mm colour. Produced by the National Film Board of Canada.

Video trolleys

CCTV

National Panasonic has introduced a new closed-circuit TV attachment for microscopes which means a number of people can view the same microscope slide simultaneously.

Expanding horizons

Christopher Griffin-Beale

BBC Enterprises have re-designed their Phi and Video Catalogue in four elegant, slimline volumes: 'Health & Social Studies', 'Science & Technology', 'Commerce & Industry', and 'Educational Studies'.

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